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AN ANALYSIS OF PERCEPTIONS AND EXPECTATIONS
OF TEACHERS AND STUDENTS

BY



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A THESIS

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The undersigned certify that they have read and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of Perceptions and Expectations of Teachers and Students" submitted by Donald Potter in partial fulfillment of the requirements for the degree of Master of Education.

Abstract

The purposes of this study were to measure high school student attitudes, whether positive or negative, toward education, school, and school policies and to compare teachers' and students' perceptions and expectations of students and peer groups.

The student sample was divided into three behavior groups: above average, average, and below average, as seen by teachers.

The main focus of the study was on the degree of discrepancy found between teachers' perceptions and expectations of students, students's self-perceptions and self-expectations, and students' perceptions and expectations of peer groups.

It was hypothesized that no significant differences would be found between the behavior groups in attitude to education, school, and school policies. It was also hypothesized that no significant differences would be found between teachers' and students' perceptions of students and teachers' and students' expectations of students. It was further hypothesized that no significant differences would be found between teachers' perceptions and expectations of students and no significant differences would be found between students' self-perceptions and self-expectations. Finally no significant differences would be found between students' perceptions and expectations of peer groups.

Mitchell's Attitude Scale (1941) was used to ascertain students' attitudes toward education, school, and school policies.

Lipsett's Self-Concept (1958) was used to measure the degree of discrepancy between teachers' perceptions and expectations of students, students' self-perceptions and expectations, and students'



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perceptions and expectations of peer groups.

Findings of the first part of the study revealed that there were significant differences between behavior groups on attitude toward education, school, and school policies. The above average behavior group showed the least positive attitudes and the below average group showed the most positive attitudes. All groups showed a favorable bent toward education but a strong negative outlook on school and school policies.

Pearson's Product-Moment correlations, t tests of significance, F ratio with Newman-Keul's comparison between ordered means, and analysis of variance were used to test the remaining hypotheses. Seven of eleven null hypotheses were statistically rejected.

The primary result obtained showed that teachers do have a reasonably good idea of students' self-perceptions. This in itself seemed to make the study worthwhile. Teachers' expectations of students however did not correlate with students' self-perceptions or self-expectations.

Strong disagreement was found between student views of themselves and their views of their peer group.

The final point to be made was that teachers had different perceptions and expectations of 'good' behavior students and 'bad' behavior students.

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CHAPTER I

Introduction

It would appear, from a research of the literature, that before a student achieves to his capabilities in school there should be congruence between student perceptions and expectations in the classroom and teacher perceptions and expectations of students in the classroom.

The transitions between teacher and pupil operate in specific ways to influence the learning development of the student . . . the more knowledge the teacher has of the child's social situation, the more effective he will be in setting the stage for positive learning. Unfortunately, research has also indicated that, without training, teachers are usually inaccurate in assessing the social organization of the peer culture of adolescents. There is often a sharp difference between adult and peer perceptions of the same group (Gordon, 1966, p. 121).

Many educators have shown interest in the number of students who seem to develop negativistic attitudes toward, and in some cases drop out of, high school. Some of these attitudes may be the result of the lack of similarity between the perceptions held by students and teachers, and the lack of similarity between the expectations held by students and teachers, as far as classroom behavior is concerned.

The United States Department of Health, Education, and Welfare held a special summer program in 1963 to combat the problem of school dropouts. Their findings pointed out that one of the major reasons students dropped out of school was because of adverse school experience, including rejection by fellow students or school staff.

Jenkins (1951, p. 57) wrote: "The lack of communication

between teacher and student is due, at least in part, to the faulty perceptions of each other, for neither understand, adequately, the needs of the other".

A more adequate interpretation of behavior can only be achieved if the one who is observing increases his knowledge of the behavior's perceptual field, including his self-concept (Perkins, 1958).

The Purpose of the Study

There were two main purposes of the study reported here. The first was to determine if there were discrepancies between student attitudes toward education, school, and school policies, and student level of classroom behavior, whether above average, average, or below average, as rated by teachers. The second purpose was to compare teachers' perceptions and expectations of students, students' self-perceptions and expectations, and students' perceptions and expectations of peer groups, in order to measure the degree of discrepancy between variables.

Significance of the Study

Many students have completed high school programs and have gone on to further their education in technical schools, universities, or junior colleges. Others have developed negative attitudes toward education, school, and school policy, which in some cases have resulted in the students leaving school before they have completed their programs. When a student did not complete his education he was ". . . wasting his mental capacities, dissipating his opportunities, and circumscribing

his chances for a better life (Lewis & Wigel, 1964)."

A report on school dropouts by the Metro-Toronto Social Planning Council in October, 1961, claimed that in previous generations an elementary school education was sufficient for employment in most jobs. The report contended that due to the advancing technologies of the present day, a high school or an equivalent technical diploma was a 'must' for many occupations, and a college education was required for an increasing number of fields (Trends Report, 1961, 2).

A brief presented to the Senate Committee on Manpower and Employment in March, 1961, by the Canadian Welfare Council (Senate of Canada, 1961, 1256), made the following statement:

A critical problem which will face Canada during the next decade or more is the inadequacy or obsolescence of a large part of the labor force in the face of a rapidly advancing technology. In 1970, it is estimated that no less than 2,000,000 members of the labor force will be under age 25. If the present pattern persists, the educational qualifications of all these young Canadians will be as follows:

- a) approximately one-third will have left school with no more than, and in some cases less than, a full elementary school education.
- b) another third will have dropped out before obtaining the equivalent of a junior matriculation.
- c) less than one-fifth of these new entrants into the labor force will have senior matriculation and only some 6% will have completed a university or college course.

John Kennedy expressed his concern, in his 1963 State of the Union Message to Congress when he stated:

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and

irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every ten students in the fifth grade will not even finish high school -- and that is a waste we cannot afford (N.E.A., 1964, 52, #2,4).

Can teachers predict problems that concern students? By better knowing the goals and problems affecting students, teachers may be able to create better learning situations and more positive student attitudes toward education and school.

Population

The population count of all grade eleven teachers and students in the Edmonton Public School system was taken. From this a fixed random sample (28) of teachers was made. Each teacher was asked to divide his class, according to his perceptions of the students, into three groups: above average behavior group (HBG), average behavior group (ABG), and below average behavior group (LBG). From each group the teacher randomly selected one student. The student sample totalled 84.

Sources of Data

The following instruments were selected:

1. Self-Concept Scale (Lipsett, 1958).
2. Attitude Toward Education Scale (Mitchell, 1941).

Lipsett's Self-Concept Scale was used to measure teachers' perceptions and expectations of students and students' perceptions and expectations of themselves and their peer groups. A high score was

Considered indicative of a healthy self-concept.

Mitchell's Attitude Toward Education Scale was used to measure students' attitudes to education, school, and school policies. A plus score indicated a positive attitude and a minus score indicated a negative attitude.

General Methods of Analysis

Descriptive data were obtained through the use of Pearson's Product-Moment correlations and t tests of significance of the differences between correlated means.

Statistical data were computed by means of one-way analyses of variance (ANOVA) and two-way analyses of variance with repeated measures.

Null Hypotheses

Twelve null hypotheses were investigated. The participants in the study investigated here were students and teachers from high schools: specifically the eleventh grade of the Edmonton Public School system:

1. There is no differenceⁱ between students' attitudes to education, school, and school policies, and students' level of classroom behavior whether above average, average, or below average, as rated by their teachers.

ⁱDecision rule for statistically significant differences was set at $p \leq .05$.

2. There is no difference between teachers' perceptions and expectations of students.
3. There is no difference between teachers' perceptions and students' self-perceptions.
4. There is no difference between teachers' perceptions and students' self-expectations.
5. There is no difference between teachers' expectations and students' self-perceptions.
6. There is no difference between teachers' expectations and students' self-expectations.
7. There is no difference between students' perceptions and students' expectations of self.
8. There is no difference between students' self-perceptions and students' perceptions of their peer groups.
9. There is no difference between students' self-perceptions and students' expectations of their peer groups.
10. There is no difference between students' self-expectations and students' perceptions of their peer groups.
11. There is no difference between students' self-expectations and students' expectations of their peer groups.
12. There is no difference between students' perceptions of his peer groups and students' expectations of his peer groups.

This study was not concerned with expectations or perceptions per se but with the degree to which respondents differed in their expectations and perceptions.

Limitations of the Study

The study reported here was limited by:

1. a fixed random sample (28) of teachers who taught grade eleven students in each of the high schools of the Edmonton Public School System.
2. a teacher selected sample (84) of grade eleven students from the high schools of the Edmonton Public School system.
3. the problem of internal consistency across the schools. It could be possible that the LBG in school A might be on a level, behavior-wise, to the HBG in school B.
4. the fact that each teacher was asked to select three students according to his perceptions of student's behavior in classroom situations.
5. the fact that he was asked to rank the students as above average, average, or below average behavior.

Assumptions of the Study

The study reported here had the following assumptions:

1. Mitchell's Attitude Toward Education Scale measured negative and positive attitudes toward education, school and school policies.
2. students who held a favorable attitude would apply themselves more diligently to their studies and therefore earn higher classroom grades than students who had an unfavorable attitude toward school.

3. Lipsett's Self-Concept Scale measured students' self-perceptions.
4. Modified S-C Scale measured teachers' perceptions of students and students' perceptions of peer groups.
5. Modified S-C Scale measured teachers' and students' expectations of students and students' expectations of peer groups.
6. There is a positive relationship between teachers' ability to perceive students as they see themselves, and students' performance in learning.

CHAPTER II

Review of Literature

In reviewing the literature for the study reported here the writer concentrated on the literature related to studies of self-perceptions of students and classroom attitudes of students on education and school, the influence of the self-concept on students' classroom behavior, the influence of significant others and peer group on students' classroom behavior, conflicts felt by students in the classroom, and student-teacher relations in the classroom.

Perception

Cogan (1956) contended that the behavior of the teacher through his perceptions was an important factor in the way students work. He found that one of the most important things that teachers did for students was to show them that they had clear and understanding perceptions of how students think and feel about such things as school, peer group relations, environment, adults, authority, behavior, values, and attitudes.

Gage (1958) emphasized the point of view that the teacher's behavior was appropriate and therefore effective only to the degree that the teacher's perceptions were accurate.

What is perception? What influence has it on our actions?

Zalkind and Costello (1963) claimed that the nature of perception has many facets and that a person was influenced by many things he could not identify or he responded to irrelevant areas when he made a judgement.

Snygg and Combs (1949) pointed out that people must learn to view behavior as the subject himself perceives it and suggested that no matter what a person thinks about the behavior of others his own behavior will always seem to be the best response to the situation as he experiences it.

Hamilton (1966, p. 8) defined perceptions as "the interpretation of a situation made by an individual on the basis of his experiences and purposes". We come into contact with the world through our perceptions and those perceptions are always seen by individuals from their unique position in time and space and with their own combination of experiences and needs (Hoxter, 1967).

The world is not the cause of perception but is the result of perception and we must study the action-reaction relationships caused by our perceptions.

The way we apprehend the other person is basic to the dynamics of inter-personal relations, to the group, and, to the structure of the world of people as we see it, and very practically, to the way in which a social tension develops and is resolved (Jenkins, 1951, p. 57).

Rosenberg (1965) suggested that we cannot perceive ourselves exactly as we see other objects and as a consequence, from the viewpoint of outside observers, our perception of ourselves must often appear somewhat distorted.

Robert Burns in his poem "To a Louse on Seeing One on a Lady's Bonnet at Church" reiterated the above idea when he wrote:

O wad some Pow'r the giftie gie us

To see oursels as others see us! (Smith, 1921, p. 74)

Attitudes

English and English (1958, p. 50) defined attitude as "an enduring, learned predisposition to behave in a consistent manner toward an object or class of objects. In a broad sense, attitude can be used to include facts, opinions, and values, with regard to self, as well as a favorable or unfavorable orientation toward self." We feel, generally, that there is something different in our attitude toward ourselves and our attitudes toward something or someone else.

Rosenberg (1965, p. 6) asked:

In what way are self-attitudes similar to our attitudes toward other objects (whether people, groups, organizations, nations, ideas) and in what way are they different? If we can learn what the individual sees when he looks at himself . . . whether he has a favorable or unfavorable opinion of himself (direction): how strongly he feels about his self-attitudes (intensity) . . . if we can characterize the individual's self-picture in terms of each of these dimensions, then we would have a good, if incomplete description of the self-image.

Rosenberg (1965) also contended that our attitude toward ourselves is strongly influenced by the attitudes others have toward us.

Coleman (1960) saw teenagers as becoming more sophisticated at an earlier age and less tolerant of teachers and teaching methods. He felt that they were less willing to be taught, but wanted to be challenged intellectually.

Self-Concept

Barnard (1967) defined self as who a person is under what condition and self-concept as the perception of himself reflected in the repeated behavior of significant others.

Some students seem to have a positive orientation to academic

achievement while others seem to have a negative orientation. Is it possible or probable that the self-concept has something to do with this attitude?

Williams and Cole (1968) showed that individuals may perceive such things as the town, the school, the church, much as he perceives himself. Is it possible that a student's concept of school might be the extension of his own self-concept? If this was the case, perhaps the teacher could identify those students with negative self-concepts and determine the factors causing the negativism.

The self-concept not only influences behavior but is itself altered and reconstructed by behavior. It is probable that . . . change is constantly occurring in the phenomenal self as he perceives the reaction of others to him (Snygg & Combs, 1949, p. 92).

How the students behaved toward others, including their peer groups, parents, teachers, counsellors, depended on their self-concept, claimed Laycock (1966). He suggested that when a student perceived that an adult was making a negative evaluation of him he reacted in a negative manner and, conversely, he responded in a positive way to a perceived positive evaluation.

Snygg and Combs (1949) fortified this idea when they stated that a student, to acquire a satisfactory feeling of competence and acceptability, must grow up having success experiences and being accepted.

Barnard (1967) said that many behaviors have ambiguous meanings and that it is very easy for adults to misperceive the true meaning of the behaviors.

Dubin and Dubin (1965) contended, with age, children perceive more realistically and by the time they reach adolescence they will have

developed an evaluation of self which is, in most cases, quite different from adults' evaluation of them. Adult evaluations and significant others' reactions to a child's behavior are of great importance to the child. How he sees himself reflected in the eyes of significant others plays a crucial part in the concepts he acquires of himself (Dubin & Dubin, 1965).

When a person acquires this self-concept through a great variety of both pleasant and unpleasant experiences, he desires to maintain that concept. He does not accept the idea of others trying to change it either by trying to persuade him to change himself or by behaving in ways that are contrary to his self-concept.

We are all in need of immediate reassurance and enhancement, especially to pursue goals for which we have no real desire (Snygg & Combs, 1949).

Gergen and Wishov (1965) pointed out in their study that a person's self-evaluation depends a great deal on how others present themselves and that once this complex self which is made up of numerous daily challenges is accepted by an individual, he will try his utmost to preserve and protect this self from all outside harassment or suggested change.

Lazarus (1967, p. 344) stated:

The success of the preservation and protection of the self depends on the collaboration of others and this collaboration is a function of shared meanings of behavior, shared interpretations of situations and mutual exchange of signals of other-acceptance. Few can cope with an environment that continually refuses to accept the self we present.

Rosenberg (1965) contended that the dynamics of good interpersonal relations were all important to the way in which social

tensions were felt by all of us and to the ways in which we solved them. One of the most important factors in the adjustment of adolescents was the accuracy of the perceptions made by significant others.

It is not uncommon for adolescents to see themselves as better adjusted human beings than most of their significant others.

Influence of Others

Kinch (1968) hypothesized that the individual's concept of himself was based on his perceptions of the way others responded to him. He questioned under what conditions perceptions of others changed one's self-concept. His answer can be given in the following point form:

1. The more frequently one saw others responding in a particular way, the more likely he would align his self-concept to meet these responses.
2. The more important the responding person was to the perceiver the more influence he would have in changing the self-concept of the perceiver.
3. The first and the last contact which the perceiver had which favored a certain concept would be the most important contact.
4. The more the perceiver saw consistent patterns of responses in others, the more likely he would let this affect his self-concept.

Musgrove (1964) explained that all people, no matter what status they held - whether son, daughter, parent, teacher, foreman, student - had certain role demands and expectations that they made on the individual. These demands and expectations of others may not have

been the same as, or they may have coincided with, the individual's concept of his role, and neither that person's conception of self nor the expectations of others need coincide with his actual performance.

That significant others influence the student's self-concept was clearly shown in the study by Williams and Cole (1968). They showed that the communications from significant others affected self-concept and they suggested changing the self-concept by changing the social status.

Seigel, Coon, Pepinsky and Rubin (1953) claimed that if we had information about the group that made up the 'significant others' this would give us some understanding regarding the student's behavior. This reference group is the one from which the student got his conceptions on how to act and it was the one against which he evaluated himself and his behavior.

Peer Group - Influence

One of the most influential others is the peer group. According to Kamper (1965), students not only supported the peer group but in turn were supported by it.

An individual who considered himself identified and accepted by a group would not attack the group; to do so would be to attack himself (Snyggy & Combs, 1949).

Solomon (1963) found that the peer group had greater influence on the older teen-age girl than on the younger but that its influence was fairly consistent with boys no matter what the age group.

Herr (1965) showed that the peer group definitely exerted pressure and that it influenced the individual. The same study showed that some students did not perceive the environmental demands made

upon them even though they were clearly perceived by the majority. These were trouble spots which Herr felt could be caught by the understanding and perceptive counsellor. Help was also needed by students who misperceive the demands of the peer group.

Many analysts contend that the teenager of today is distinct from the general society, so much so, that they seem to have formed a society, a subculture, of their own. Coleman (1960) agreed with this when he said that the American teenager was cut off from society, forced inward toward his own group, and made to carry out his whole life with others of his own age group. With his fellows, the teenager has formed a small society, one that has most of its interactions within itself. It maintains only a thread of connection with the outside adult world (Coleman, 1960).

Nelson (1964) observed that the student looked to the behavior patterns that would make him acceptable to the group. He also looked to the patterns that would cause him to be rejected by the group and would avoid such behavior patterns if possible.

Peer Group - Conflict

Conflict may occur when the acceptable behavior pattern of the group goes against the acceptable behavior requirements of the teacher, or when the acceptable behavior patterns according to the teacher become rejected behavior patterns of the peer group.

Seigal et al (1953), in a study which was designed to measure the agreement among students, teachers, and parents in describing how students should act in various school situations found that there was not too much variance in the accepted patterns of action. Another

point that showed up very clearly was the fact that students in general are conformists. They want to be liked by the group and they want to be popular. To do this, they worry about what the group is thinking and doing, rather than what they really think about themselves.

Friesen (1967) declared that the task of building and maintaining favorable motivational climates in the classroom fall mainly on the shoulders of the teachers. He felt that teachers had to encourage students to educate one another through dynamic interaction within the group and that at this point a good learning climate would prevail.

Parents have certain expectations as far as education is concerned and this, generally, does not coincide with the educational expectations of the group. According to Joiner, Erickson, Brookover, Krogh, and Sproull (1966) the peer group had greater influence in this area than the parents and the peer group influence was very strong when it came to the individual patterns of behavior. It seemed to be in this area, especially, that the peer group created friction between parents and children, and teachers and students. Dress, standards of behavior, attitudes toward authority and education, values, etc., were all controlled by the group. 'Togetherness' seemed of prime importance. Joiner et al (1966) showed that during this time, the individual moved further and further away from the parent or the authoritarian figure. Parents and teachers were being studied with critical emphasis and the individual was moving closer and closer into the confines of the group.

Gronlund (1957) pointed out that students, at times, distorted their perceptions of self in order to meet the perceptions of

the group. They perceived their friends according to their own social and psychological needs and consequently convinced themselves that their friends were the same type as they. This could create a problem if in some way they were not helped to realize what they were doing.

Havighurst and Neugartn (1962) also warned that the peer group expectations may often be at variance with parental expectations, and, that even though the group was not a formalized, institutionalized form of society, it still carried a tremendous amount of weight with students and with society as a whole. Its effects seemed cumulative as the student grew older, and as a member of the peer group, a student was no longer a subordinate; he was an equal and as such could not accept the parent (authority), student (subservient) relationship.

Student - Teacher Relations

Leeds (1950) claimed that there were too many classrooms today in which the social atmosphere was little above that of barbarianism with reference to pupil-teacher relations. Pupils were treated with little respect. He felt that the classroom should be a place where there was understanding, sympathy, affection, and cooperative behavior. The classroom atmosphere was affected by the attitude of the teacher toward the pupil and by the attitude of the pupil toward the teacher. Where there was good rapport there was, generally, good achievement and growth.

The teacher who seems to expect a particular behavior of a child may be quite bewildered by a sudden change in his behavior . . . The child's behavior may become different because his self-concept has changed (Snygg & Combs, 1949, p. 91).

Bailey (1964) wondered if teacher perception of significant

student problems was accurate. He used a questionnaire which listed eight significant student problems. Teachers and students were asked to rank them in order of importance. The findings showed that teachers could not effectively predict the problem concerns of the students. He felt that by better knowing the goals and the problems affecting students, teachers could create better learning situations.

A good relationship exists between the peer group and the students but none of this is seen between the teacher and the student. Kemp (1965 - 1966) asked if teachers really felt that students should consider them as superior. He said that the 'better' student seemed to feel this and showed it by flattery and deferment.

Most teachers, according to Nelson (1964), were cognitive in their attitude toward learning but students were generally affectively oriented. Nelson used the Preferred Student Characteristic Scale, a revision of the Preferred Instructor Characteristic Scale, to establish this fact. He found that teachers tended to reject students who were not cognitively oriented. He felt that effective group learning could be so only through the teacher recognizing the acceptance or emotional orientation of the students. If they did this they would satisfy the acceptance need of the student who, in turn, would probably respond cognitively, thereby satisfying the cognitive need of the teacher. The teacher would then accept the student who, in turn, would accept the teacher. It is a circle which Nelson felt would elevate teaching to the highest of all professions.

It is quite likely that much of the conflict between pupils and teachers which still occurs in schools is due to the fact that the schools are run by people who are chiefly concerned with preparing the student for his functions in adult

life and are filled with students who want to satisfy their needs here and now. Each group is apt to find the other obtuse and unrealistic (Snygg & Combs, 1949, p. 209).

Owen (1966) emphasized the fact that the link between teacher and student needed strengthening and encouragement.

Barnard (1968) pondered the question of how well teachers perceived students' relevant and important personality traits. He felt that this problem was of utmost importance. He contended that cumulative files were full of teacher comments on various personality traits. These comments followed the student through his school life and possibly beyond. Barnard found that the high I.Q. student was generally perceived by the teachers as: a quick learner, one who pays attention, responsible, ambitious, sociable, reasonable, and mature. The low I.Q. student was charted as: lazy, undependable, irresponsible, inattentive, attention-loving, a daydreamer. So we had the teacher categorizing students as good or bad according to the mental image he obtained while seeing the student in his class during a learning session (Thelen, 1965).

Perkins (1958) suggested that the insight teachers had and the empathy that they showed would affect their perception of the child's self-concept and that the teachers should be positively orientated. Perkins also contended that in order to have this positive relationship, teachers should have a minimum of three years child study. His study showed that there was greater correspondence in this area with teachers who had this experience than with those who did not. Perkins study also pointed out that peer group perception and teacher perception of student's expressed self-concept was similar where the classroom was group centered and not a teacher centered one and where the teacher had had experience

in child study.

It seems obvious that a knowledge of psychology should be of great assistance to teachers . . . The need for an understanding of human nature and behaviour is so clear that in most American states, teachers in training are required to spend more hours in the study of psychology than are the candidates of any other profession, not excluding medicine (Snygg & Combs, 1949, p. 204).

Jackson (1965) rebuked teacher attitudes in his comment that teachers were highly achievement orientated. He stated that the teachers expected students to feel elated when they got high marks and depressed when they received low grades and when this did not happen the teacher became puzzled and even annoyed. Not many students shared this type of teacher enthusiasm. Students were expected to maintain restriction and yet shift interest and focus at the sound of a bell. Jackson felt that it was understandable that students found their roles difficult ones to play.

Cogan (1956) stated that the behavior of the teacher through his perceptions of student behavior was an important factor in the way students work.

Vance Packard acclaimed this idea (1957) when he wrote that we must get our children to think independently, to have personal morality in place of going along with the crowd. He contended that this was a real job for our teachers but that they could not do it well unless they understood and perceived our children as they really were, not as the teachers would like them to be.

If we are to deal effectively with behavior we must consider what our students think of themselves. We must . . . assume the responsibility for helping our students to perceive themselves in a way that will be more satisfactory to them and . . . to others. Because

of the predominant influence of the phenomenal self on behavior, the development of such a phenomenal self by each student would seem to be a primary responsibility for us all (Snygg & Combs, 1949, p. 220).

Rosenfeld (1967) studied the effect of teachers on student aspirations and he agreed that a positive attitude from teachers would create a positive desire in students to attain good grades - an attractive goal for teachers.

One of Thelen's Quiddities (1965) is appropriate here. He suggested that a child could be trained to give the right answer to a certain question but could not be forced to use the idea for any other purpose.

Davidson and Lang (1960) found that a positive correlation existed between the child's self-perception and his perception of the teachers' feeling toward him. He also found a positive correlation between a favorable perception of the teacher's feelings toward him and academic achievement and classroom behavior. From this it could be assumed that a student achieved and behaved well and was encouraged to continue to do so by receiving approval and acceptance by the teacher.

Ivey (1967) showed that teachers should look very closely at their perceptions in the school environment for if student guidance was to work as a meaningful agent of change then clear perceptions of existing student attitudes were needed.

Many writers expressed the idea that if teacher and student perceptions and expectations were congruent, a better learning atmosphere would prevail and consequently better achievement would be attained by the student. It was also suggested that if the student had a negative attitude toward education it might be caused, in part,

by the conflict in perceptions and expectations of student and teacher.

It would seem to follow that a measurement of attitude of students to education, school, and school policy, and a measurement of perceptions and expectations of students and teachers might throw some light on why some students do not complete their high school education.

Operational Definitions

English and English (1958) was used as the source of all operational definitions.

Attitude

An enduring, learned predisposition to behave in a constant way toward a given class or object, a persistent mental and/or neural state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to be. An attitude is identified by the consistency of response to the class of objects.

For the purpose of this study attitude is defined as that which is measured by Mitchell's Attitude Toward Education Scale.

Perception

A hypothetical internal event controlled primarily by stimulation of sense receptors but influenced also by habit and drive state. It is taken to be the direct or indirect controller of all behavior. It is an immediate or intuitive awareness of the truth of something.

For the purpose of this study perception is defined as that which is measured by Lipsett's Self-Concept Scale.

Expectation

An acquired disposition whereby a response to a certain sign, object, or cue stimulus is expected to bring about a certain other situation.

For the purpose of this study expectation is defined as that which is measured by the modified Lipsett's Self-Concept Scale.

CHAPTER III

Research Procedure

Population and Sample

A population count was taken of teachers who were assigned to grade eleven rooms and who taught grade eleven courses. A like count of grade eleven students in the high schools of the Edmonton Public School system was also taken.

Each of the Edmonton Public high school offices was telephoned and asked to give the count as set out above.

The subjects for the study reported here were grade eleven teachers and students in the high schools of the Edmonton Public School system. Each principal of the nine high schools was contacted, personally, requesting permission to administer the questionnaires to the teachers and students in each school. Seven of the nine schools co-operated in the study.

Four grade eleven teachers were selected randomly from each of the seven schools. Standard printed instructions were given to each teacher regarding the selection of students. Each teacher selected three students known to him using the following criteria:

1. student number one was selected because the teacher considered his/her classroom behavior as better than average (HBG).
2. student number two was selected because the teacher considered his/her classroom behavior as average (ABG).
3. student number three was selected because the teacher considered his/her classroom behavior as below average (LBG).

TABLE I

POPULATION AND SAMPLE OF GRADE 11 TEACHERS AND STUDENTS OF
EDMONTON PUBLIC SCHOOL SYSTEM - 1968-69

School	Population		Sample				
	Teachers	Students	Teachers	Students			
				HBG	ABG	LBG	Total
A	16	515	4	4	4	4	12
B	10	345	4	4	4	4	12
C	15	448					
D	22	730	4	4	4	4	12
E	12	366					
F	17	518	4	4	4	4	12
G	18	565	4	4	4	4	12
H	13	413	4	4	4	4	12
I	27	780	4	4	4	4	12
Totals	150	4680	28	28	28	28	84

Instruments

The following instruments were used to collect data:

1. S-C Scale (Lipsett) 1958.
2. Attitude to Education Scale (Mitchell) 1941.

The S-C Scale

Lipsett's Self-Concept Scale (Appendix A) is a twenty-two adjective check list. Subjects were asked to rate themselves on a five-point scale: not at all, not very often, some of the time, most of the time, and all of the time, by placing an 'X' in the space which best describe them. Each adjective was prefixed by "I am . . .". Items 10, 17, and 21 were considered socially undesirable attributes and were scored 5 - 1, respectively, while the other items were scored on a 1 - 5 scale. A high total score on the S-C Scale was considered indicative of a healthy self-concept.ⁱⁱ

The S-C Scale was used to measure students' self-perceptions, students' self-expectations, and students' perceptions and expectations of peer groups, and teachers' perceptions and expectations of students.

Measures of Perceptions. The S-C Scale was used to measure students' self-perceptions.

The initial words on the S-C Scale "I am . . ." were changed to "(The student's name) is . . ." and "My friend is . . ." in order to

ⁱⁱRetest reliabilities of from .73 to .91 were reported by Lipsett (1958). Measures of construct validity were obtained by correlating scores obtained with those of the Children's Manifest Anxiety Scale. He obtained correlations of from -.34 to -.63, all significant at the .01 level. Negative correlations indicated that there was an inverse relationship between positive self-concept and anxiety as indicated by scores on the Children's Manifest Anxiety Scale (Sanche, 1968).

measure teachers' perceptions of students and students' perceptions of peer groups (see Appendices A, C, E).

Measure of Expectations. The initial words on the S-C Scale "I am . . ." were changed to "I expect to be . . ." in order to measure students' self-expectations. They were also changed to "I expect (student's name) to be . . ." and "I expect my friends to be . . ." so as to measure teachers' expectations of students and students' expectations of peer groups (see Appendices B, D, F).

Attitude Toward Education Scale

Mitchell's scale was designed to measure attitudes toward education, school, and school practices. The subjects used in Mitchell's study were 382 students of West Newton High School, Pennsylvania. The students were asked to check each item with which they agreed.ⁱⁱⁱ One form of the scale, Scale A, was formulated by writing 34 statements about practices in school. Items that suggested more serious, difficult and rigid practices were given odd numbers and those that suggested easing the pupil's load were given even numbers. Scale B consisted of the same items, but were arranged in different order so that the retest

ⁱⁱⁱReliability was estimated by correlating the scores earned on Scale A and those earned on Scale B which was administered twelve weeks later. This test-retest reliability was .71.

The scale was validated by correlating the attitude score with class grades. The assumption was that students who held favorable attitudes toward education, school, and school practices, should apply themselves more diligently to their studies and therefore earn higher classroom grades than those pupils who had an unfavorable attitude toward education, school, and school practices. These expectations were borne out by the .73 correlation between attitudes and class grades (Hoxter, 1967).

scores would be influenced less by carryover from the first administration. A copy of Mitchell's Scale is in Appendix G.

Data Collection

All questionnaires, with printed instructions, were given to the teachers with the request that they fill out the appropriate questionnaires and pass the student questionnaires to the students selected by the teacher.

The data were collected over a period of three weeks in May, 1969. The return was one hundred per cent on the first distribution.

CHAPTER IV

Results

Descriptive Data

Descriptive data relative to attitude to education, school and school policy, teachers' perceptions and expectations of students, students' perceptions and expectations of self, and students' perceptions and expectations of peer groups were gathered for three behavior levels of grade eleven students. The teachers ranked their students into three levels of behavior. Three students were then selected by each of the teachers and were identified by them as follows:

1. students whose classroom behavior was above average (HBG).
2. students whose classroom behavior was average (ABG).
3. students whose classroom behavior was below average (LBG).

Table 2 shows the results of the responses to the statements on the Attitude Toward Education Scale (Mitchell, 1941). The number of students responding to each question was eighty-four.

Figure 1 pictures the results of the frequency distribution of the HBG attitude scores. Twelve students indicated a negative attitude, four were neutral, and twelve showed positive attitudes.

Figure 2 shows the frequency distribution of the ABG attitude scores. Six students indicated negative attitude scores while only two were neutral. The bulk of this group (20) were distributed on the positive side of the scale.

Figure 3 indicates the frequency distribution of the LBG attitude scores. The distribution is generally positive (22) with only two neutral and four negative attitude scores.

In looking at Figure 4 the predominance of the positive attitude scores is immediately discernable. Of the total sample of 84 students, 54 showed positive attitude scores, eight were neutral and the remaining 22 showed negative attitude scores.

TABLE 2

Responses of Subjects to the Attitude Toward
Education Scale
(In Percentages)

Number	Statement	Percentage Agree	Percentage Disagree
EVEN NUMBERS - LESS DIFFICULT PRACTICES (A)			
6.	Teachers should do more explaining of the difficult problems.	90	10
24.	When pupils fail in colleges it is their own fault and the high school should not be blamed for it.	77	23
26.	When pupils fail to prepare their lessons they should not be kept after school because they are wasting their own time.	76	24
28.	Discipline in high school should be left almost entirely to the student himself since he should be old enough to know why he is in school.	76	24
2.	Pupils should be allowed more freedom to do as they please.	62	38
30.	Teachers should explain all difficult problems to students before they work on them too long and become discouraged.	62	38
34.	Pupils should not be compelled to make up the work because they are missing their own time and no one else need worry about it.	54	46
22.	Students should study only subjects that they feel will be needed in later life.	54	46
4.	Lessons should be made easier and plainer,	45	55

TABLE 2 (continued)

Number	Statement	Percentage Agree	Percentage Disagree
16.	Students can study without learning how to do it after they once select the work they like.	45	55
32.	Students should not be compelled to make up time for being late since they do not lose money by it.	38	62
12.	People will be able to do the difficult tasks in life when they meet them, no matter whether they have had any practice in school or not.	37	63
20.	Students should study only those subjects that they like.	28	72
8.	There should be no homework assigned.	26	74
18.	Knowledge and information change so rapidly the information gained in school is not so valuable since it is soon out of date.	19	81
14.	Most high school students are overworked and should be relieved of some of it.	16	84
10.	Courses should be made so easy that very few students would fail them.	15	85
ODD NUMBERS - MORE DIFFICULT PRACTICES (B)			
19.	Certain facts and knowledge are necessary for the study of all subjects and these facts do not change very much.	81	19
11.	Pupils must learn to do difficult tasks in high school if they expect to do college work and succeed in later life.	74	26

TABLE 2 (continued)

Number	Statement	Percentage Agree	Percentage Disagree
21.	Students should study some subjects that do not interest them because they may be necessary since we do not know when we may need them.	57	43
17.	Information gained in high school is essential for any kind of work we may wish to pursue.	56	44
33.	Students who miss a day of school should be required to make up the back work so they do not lose anything.	46	54
23.	In most cases those pupils who fail in college are those who have not learned how to work in high school.	42	58
13.	Most high school students have too easy a time of it and do not learn to do real work.	42	58
15.	Students learn to study only by doing some real hard studying.	32	68
5.	Teachers should not do so much talking and explaining to the class.	28	72
31.	Students who are late should be compelled to make up time so as to learn the habit of being on time when they grow older.	25	75
3.	Pupils should be required to do more study.		
9.	Courses should be so conducted that all those who do not do their best would be left out at the end of the first six weeks.	19	81

TABLE 2 (continued)

Number	Statement	Percentage Agree	Percentage Disagree
1.	Discipline in school should be stricter.	14	86
25.	Students who fail to prepare their lessons daily should be kept after school to make up this preparation.	12	88
29.	Teachers should not help students in their difficult problems until the pupils ask for help.	12	88
7.	Homework should be assigned for about two hours each evening.	5	95
27.	Discipline in high schools should be more like that of the Army.	4	96

Scores^{iv} were plotted along a continuum. Figure 1 shows that in the above average behavior group:

- a) 4 or 14.4% of the students had neither a positive nor a negative attitude score.
- b) 12 or 42.8% of the students had a positive attitude score.
- c) 12 or 42.8% of the students had a negative attitude score.

Figure 2 shows that in the average behavior group:

- a) 2 or 7.2% of the students had neither a positive nor a negative attitude score.
- b) 20 or 71.4% of the students had a positive attitude score.
- c) 6 or 21.4% of the students had a negative attitude score.

Figure 3 shows that in the below average behavior group:

- a) 2 or 7.2% of the students had neither a positive nor a negative attitude score.
- b) 22 or 78.4% of the students had a positive attitude score.
- c) 4 or 14.4% of the students had a negative attitude score.

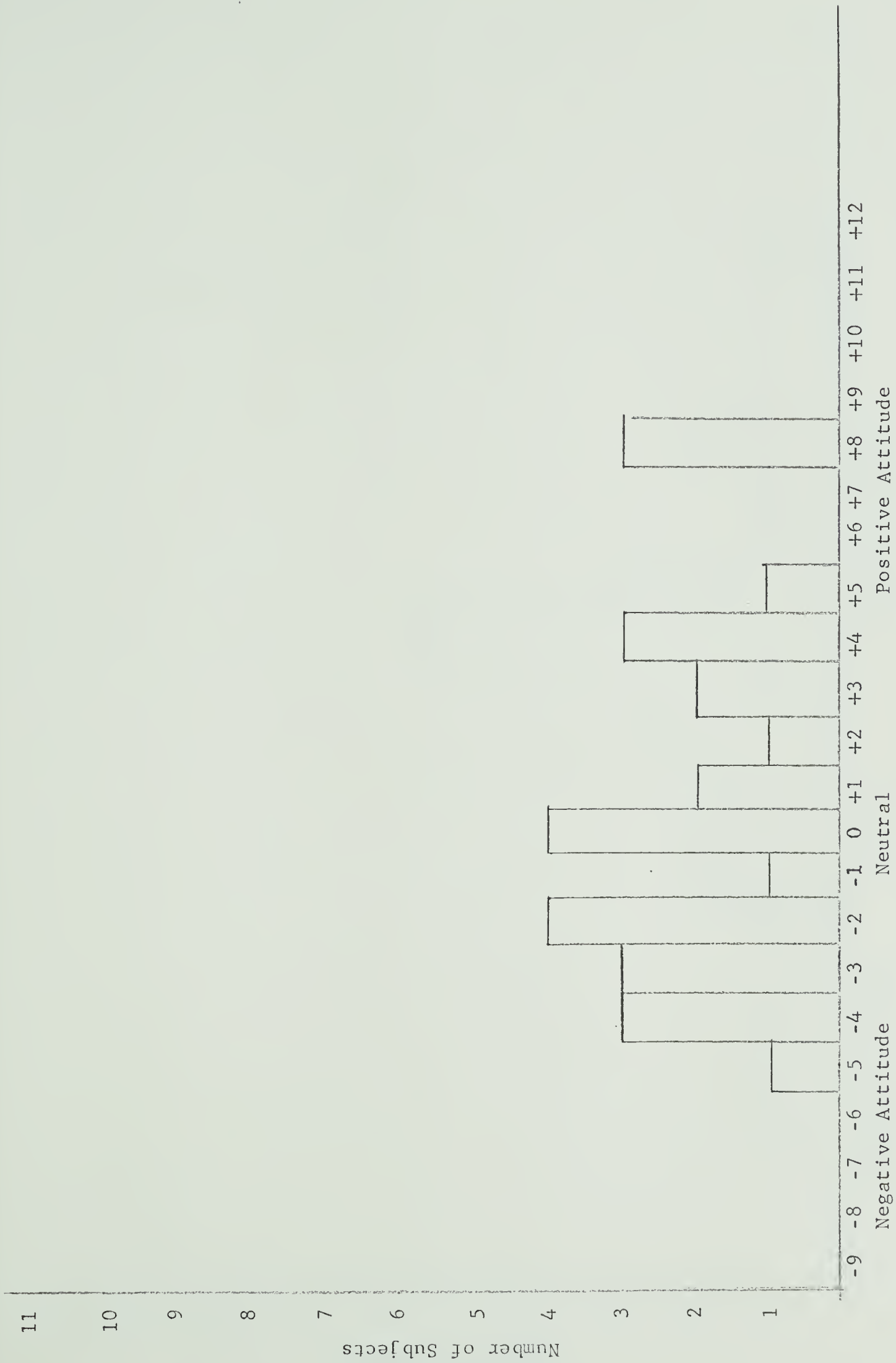
Figure 4 shows that in the total sample:

- a) 8 or 9.5% of the subjects had neither a positive nor a negative attitude score.
- b) 54 or 64.3% of the subjects had a positive attitude score.

^{iv}The attitude score was tabulated by finding the differences between the number of "agree" responses to statements which indicated serious, difficult, and rigid practices (b) and the number of "agree" responses to statements which indicated a lessening of the school load for students (a). A simple equation was used to determine whether the student's attitude was positive or negative:

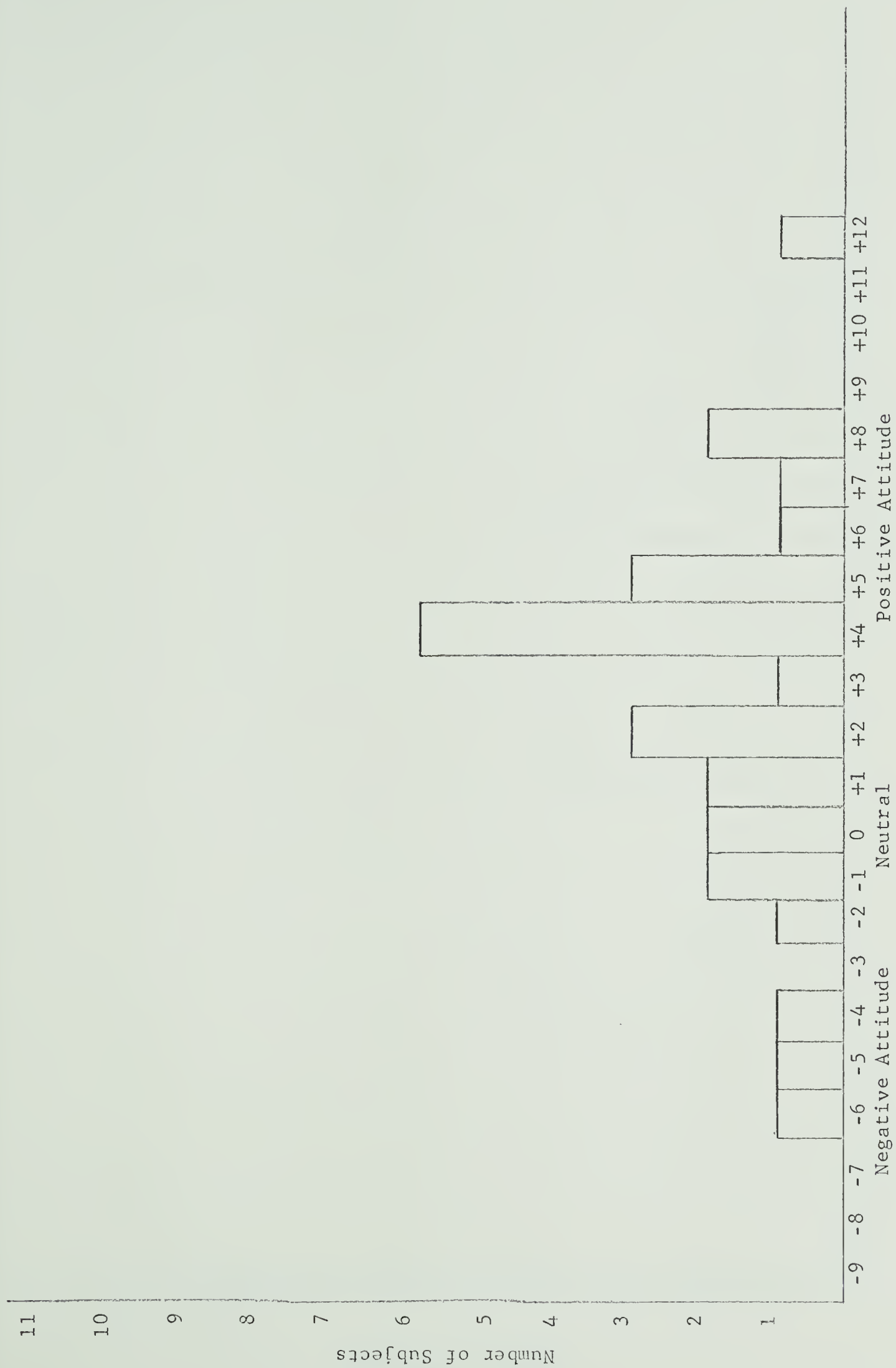
- a) If $B - A =$ a positive number, then the student's attitude was favorable.
- b) If $B - A =$ a negative number, then the student's attitude was unfavorable.

- c) 22 or 26.2% of the subjects had a negative attitude score.



Distribution of Attitude Scores from Mitchell's Scale of the High Behavior Group (HBG)

FIGURE 1



Distribution of Attitude scores from Mitchell's Scale of the Average Behavior Group (ABG)

FIGURE 2



Distribution of Attitude Scores from Mitchell's Scale of the Low Behavior Group (LBG) 40

FIGURE 3



Distribution of Attitude Scores from Mitchell's Scale of the Total Sample of Students

FIGURE 4

Comparisons of Perceptions and Expectations

In order to obtain these comparisons the mean score for each variable was recorded for the total sample (TS) and for each subgroup. The variables were plotted as shown in Figure 5 to give a visual overview of the variances among means.

Figure 5 indicated that the behavior groups retained their positions of high, average, and low throughout the variables. At the extreme left of the graph there were wide divergences of means which duplicated teachers' perceived differences in students' behavior. Teachers' perceptions of HBG students were high and their perceptions of LBG students were low. Teachers' expectations of HBG, ABG, and LBG maintained the same relationship with each other as did teachers' perceptions of students.

The right side of Figure 5 showed that the differences among means decreased.

Students' self-perceptions retained the high, average, and low tendencies but the mean differences between HBG, ABG, and LBG were greatly reduced.

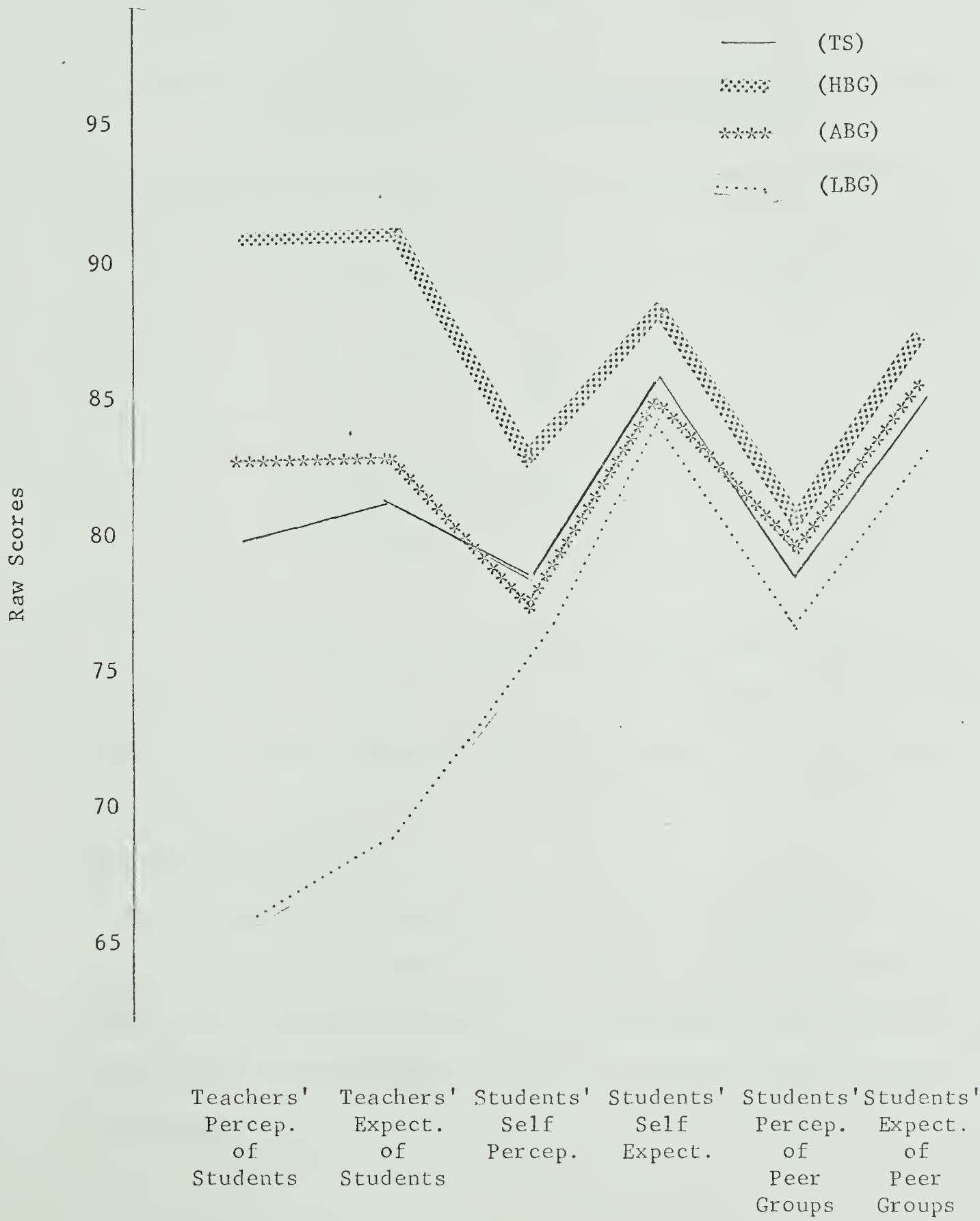
The last three variables on the right half of Figure 5 showed a constant relationship, and the differences among means was small for students' self-expectations, students' perceptions of peer groups, and students' expectations of peer groups.

It should be noted that teachers' perceptions of HBG were very high and their perceptions of LBG were very low. A similar trend was noted in teachers' expectations of students.

All students' self-expectations were higher than their self-perceptions.

FIGURE 5

Mean Scores on S-C Scale



Single analysis of variance was performed on the data obtained from Mitchell's Attitude Toward Education Scale in order to measure the degree of discrepancies among the three behavior groups. The results are found in Table 3.

TABLE 3

Summary of Analysis of Variance Results for Attitudes Toward Education, School, and School Policies

Source of Variance	SS	df	MS	F	P
Groups ^a	172.25	2	86.13	6.01*	0.00**
Errors	1160.06	81	14.32		
Totals	1332.31	83	100.45		

* $F_{.99}(2,81) = 4.89$

** $p < .01$

a Includes HBG, ABG, LBG

The results of this analysis indicated that there were differences among the behavior groups in their attitudes toward education, school, and school policies. The significance of the differences was beyond the .01 level.

Correlation Analyses

The need to find the direction and the magnitude of the relationships among teachers' perceptions of students, teachers' expectations of students, students' self-perceptions, and students' self-expectations was fulfilled by the use of Pearson's Product-Moment correlation.

Correlations of .214 or more were significant at the .05 level and correlations of .279 were significant at the .01 level. Table 4 shows the correlations among teachers' perceptions and expectations and students' self-perceptions and self-expectations.

TABLE 4

Pearson's Product-Moment Correlation for
Teachers' Perceptions/Expectations and
Students' Perceptions/Expectations

	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self
Teachers' Perceptions of Students	1.000	0.806**	0.270*	0.087
Teachers' Expectations of Students'		1.000	0.195	0.079
Students' Perceptions of Self			1.000	0.691**
Students' Expectations of Self				1.000

$r .95 (83) = .214$

$r .99 (83) = .279$

* $p < .05$

** $p < .01$

Teachers' perceptions of students and teachers' expectations of students showed a positive and strong degree of correlations at the .01 level. Students' perceptions of self and students' self-expectations

indicated a high degree of correlation at the .01 level. The only other significant correlation was between teachers' perceptions and students' perceptions of students. All other correlations were not significant. Teachers' perceptions of students and students' self-expectations, teachers' expectations of students and students' self-perceptions, and teachers' expectations of students and students' self-expectations showed weak and non-significant correlations.

Pearson's Product-Moment test for correlations was used to measure the degree of significance of correlations among students' self-perceptions, students self-expectations, students perceptions of peer groups and students' expectations of peer groups. Correlations of .214 and .279 were significant at the .05 and .01 levels respectively. Table 5 shows the strength and directions of the correlations.

There were strong relationships between all variables. Students' self-perceptions and self-expectations were significant at the .01 level. The correlations between students' self-perceptions, students' perceptions of peer groups and expectations of peer groups was also at the .01 level of significance. This was also the measure of the strength of the students' self-expectations and expectations of peer groups, students' self-expectations and perceptions of peer groups, and students expectations and perceptions of peer groups.

Tables 6, 7, and 8 show the Pearson's Product-Moment correlations for the above average behavior group, the average behavior group, and the below average behavior group. Correlations of .367 or more are significant at the .05 level of significance and .475 correlations are significant at the .01 level.

Tables 6, 7, and 8 show significant correlations between

TABLE 5

Pearson's Product-Moment Correlations for
Students' Perceptions/Expectations of Self
and Students' Perceptions/Expectations of
Peer Groups

	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups
Students' Perceptions of Self	1.000	0.691**	0.602**	0.552**
Students' Expectations of Self		1.000	0.561**	0.701**
Students' Perceptions of Peer Groups			1.000	0.599**
Students' Expectations of Peer Groups				1.000

$r .95 (83) = .214$

$r .99 (83) = .279$

* $p < .05$

** $p < .01$

teachers' perceptions and expectations of students no matter what subgroup is considered. Only in HBG was a significant relationship found between teachers' perceptions of students and students' expectations of their peer groups.

Other significant relationships found were between students' perceptions of self and students' expectations of self, students'

TABLE 6

Pearson's Product-Moment Correlations for
Above Average Behavior Group

	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups
Teacher Perception of Student	1.000	0.641**	0.146	0.243	0.180	0.432*
Teacher Expectations of Students		1.000	0.028	0.150	-0.183	0.125
Student Perception of Self			1.000	0.658**	0.588**	0.275
Student Expectations of Self				1.000	0.351	0.510**
Student Perception of Peer Group					1.000	0.368*
Student Expectations of Peer Group						1.000
<hr/>						
	r .95 (27) = .367	* p < .05				
	r .99 (27) = .475	** p < .01				

Pearson's Product-Moment Correlation for
Average Behavior Group

	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups
Teachers' Perceptions of Students	1.000	0.625**	0.066	-0.063	0.060	-0.106
Teachers' Expectations of Students		1.000	0.084	0.079	0.145	-0.005
Students' Perceptions of Self			1.000	0.643**	0.631**	0.706**
Students' Expectations of Self				1.000	0.599**	0.767**
Students' Perceptions of Peer Groups					1.000	0.714**
Students' Expectations of Peer Groups						1.000

r. 95 (27) = .367
r. 99 (27) = .475

* p < .05
** p < .01

TABLE 8

Pearson' Product-Moment Correlation for
Below Average Behavior Group

	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups
Teachers' Perceptions of Students	1.000	0.523**	-0.227	-0.269	-0.156	-0.234
Teachers' Expectations of Students		1.000	-0.411*	-0.306	-0.107	-0.239
Students' Perceptions of Self			1.000	0.763**	0.628**	0.624**
Students' Expectations of Self				1.000	0.632**	0.738**
Students' Perceptions of Peer Groups					1.000	0.622**
Students' Expectations of Peer Groups						1.000
r .95 (27) = .367 * p < .05 r .99 (27) = .475 ** p < .01						

perceptions of self and students' perceptions of peer groups, students' self-expectations and expectations of peer groups, and students' perceptions and expectations of peer groups.

No significant correlation was found in any subgroup between students' perceptions and expectations of self or peer groups and teachers' expectations of students.

Tables 7 and 8 show significant correlations between students' perceptions of self and students' expectations of peer groups, and students' expectations of self and students' perceptions of peer groups.

All other relationships were not statistically significant.

t Tests

The significant differences among correlated means for teachers' perceptions of students, teachers' expectations of students, students' perceptions of self, students' expectations of self, students' perceptions of peer groups, and students' expectations of peer groups were measured by the use of t tests.

The t test of significance showed that there was close correspondence between teachers' perceptions of students and their expectations of students and between teachers' perceptions of students and students' self-perceptions. Teachers' perceptions of students and students' perceptions of peer groups were also similar, however, teachers' perceptions of students and students' self-expectations were significantly different at the .01 level as was teachers' perceptions of students and students' expectations of peer groups.

Teachers' expectations of students and students' self-perceptions were similar and teachers' expectations of students and

t Tests of Significance for Differences of Correlated Means
Total Sample

t Test Values for Means							
	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups	
Teachers' Perceptions of Students	0.000	-1.398	1.107	-3.583**	0.851	-2.978**	
Teachers' Expectations of Students		0.000	1.938	-2.894**	1.643	-2.229*	
Students' Perceptions of Self			0.000	-10.795**	-0.268	-7.505**	
Students' Expectations of Self				0.000	8.239**	1.353	
Students' Perceptions of Peer Groups					0.000	-7.216**	
Students' Expectations of Peer Groups						0.000	
	t .95 (83) = 2.000			* p < .05			
	t .99 (83) = 2.660			** p < .01			

students' perceptions of peer groups were also in accord. Teachers' expectations of students and students' self-expectations differed at the .01 level of significance and teachers' expectations of students and students' expectations of peer groups differed at the .05 level of significance.

Students' self-perceptions and self-expectations differed beyond the .01 level of significance as did students' self-perceptions and their expectations of peer groups. There was no significant difference between students' self-perceptions and perceptions of peer groups.

Students' self-expectations and perceptions of peer groups were significantly different at the .01 level but their self-expectations were in accord with their expectations of the peer groups.

Students' perceptions and expectations of peer groups were significantly different at the .01 level.

Analyses of Variance (ANOVA)

ANOVA was performed on the data to measure the significance of differences in teachers' perceptions of students when the three behavior groups (HBG, ABG, LBG) were considered. ANOVA was also used to measure the significant differences among behavior groups in teachers' expectations of students, students' self-perceptions, students' expectations of self, students' perceptions of peer groups, and students' expectations of peer groups.

In testing the significance of the behavior groups on teachers' perceptions of students it was found that their effect on teachers' perceptions was very strong. Table 10 indicates an F ratio well beyond the 4.89 or the .01 level of significance.

TABLE 10

Summary of One Way Analysis of Variance Results
For Teachers' Perceptions of Students

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	8948.94	2	4474.47	3.11	64.97	0.00**
Error	5577.31	81	68.87			
Total	14526.25	83				

F.95 (2, 81) = 3.11

F.99 (2, 81) = 4.89

* $p < .05$

** $p < .01$

a Includes HBG, ABG, LBG

Table 11 is the statistical representation of the effect of the three behavior groups on teachers' expectations of students. An F ratio score of 3.11 indicates a significance at the .05 level and an F ratio score of 4.89 shows a .01 level of significance.

TABLE 11

Summary of One Way Analysis of Variance Results
For Teachers' Expectations of Students

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	6781.44	2	3490.72	3.11	43.24	0.00**
Errors	6538.56	81	80.72			
Total	13320.00	83				

F .95 (2, 81) = 3.11

F .99 (2, 81) = 4.89

* $p < .05$

** $p < .01$

a Includes HBG, ABG, LBG.

In testing the significance of the three behavior groups on teachers' expectations of students it was found that teachers' expectations were significantly different at the .01 level of significance. The influence of the behavior groups on teachers' expectations of students is not as great as on the perceptions teachers have of students.

The next ANOVA test was done on students' self-perceptions. Here again the need was to find out if students' perceptions of self were significantly different when confronted with three different behavior groups. F ratios of 3.11 and 4.89 indicated .05 and .01 levels of significance, respectively.

The results of ANOVA on the HBG, ABG, LBG for students' perceptions of self show significant differences at the .01 level. The extent of the differences in students' self-perceptions is less than either teachers' perceptions or expectations of students but they are still very significant differences (Table 12).

TABLE 12

Summary of One Way Analysis of Variance Results
For Students' Perceptions of Self

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	760.50	2	380.25	3.11	8.09	0.00**
Errors	3808.63	81	47.02			
Total	4569.13	83				

F .95 (2, 81) = 3.11

F .99 (2, 81) = 4.89

* $p < .05$

** $p < .01$

a Includes HBG, ABG, LBG

In testing for significant differences in students' expectations of self as a result of the three behavior groups no differences of significance were found at the .05 level. ANOVA in this instance showed a 16% possibility that the difference found were there by chance alone and not because of the three behavior groups (Table 13).

TABLE 13

Summary of One Way Analysis of Variance Results
For Students' Expectations of Self

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	270.13	2	135.06	3.11	1.86	0.16
Errors	5870.31	81	72.47			
Total	6140.43	83				

F .95 (2, 81) = 3.11

a Includes HBG, ABG, LBG

Table 14 is an analysis of the measure of significant differences in students' perceptions of peer groups due to the three behavior groups. It was hypothesized that there would be no differences in students' perceptions of peer groups because of the behavior groups' influence.

Statistically, according to Table 14, there are no significant differences in students' perceptions of peer groups because of the three behavior groups. In order to be significantly different at the .05 level of significance the F ratio would have had to be at least 3.11.

TABLE 14

Summary of One Way Analysis of Variance Results
For Students' Perceptions of Peer Groups

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	174.06	2	87.03	3.11	1.14	0.36
Errors	6197.56	81	76.51			
Total	7371.63	83				

F .95 (2, 81) = 3.11

^a Includes HBG, ABG, LBG

TABLE 15

Summary of One Way Analysis of Variance Results for
Students' Expectations of Peer Groups

Source of Variance	SS	df	MS	Critical F	F	p
Groups ^a	265.81	2	132.91	3.11	1.63	0.20
Errors	6600.88	81	81.49			
Total	6866.69	83				

F .95 (2, 81) = 3.11

^a Includes HBG, ABG, LBG.

Table 15 shows the results of ANOVA on the behavior groups for students' expectations of peer groups. Here again we see that the level of significance is such that we can say there is no significant difference in students' expectations of peer groups in the three behavior groups.

Two way analyses of variance with repeated measures were used to measure the degree of discrepancy between: teachers' perceptions of students and teachers' expectations of students, teachers' perceptions of students and students' self-perceptions, teachers' perceptions of students and students' self-expectations, teachers' expectations of students and students' self-perceptions, teachers' expectations of students and students' self-expectations, students' self-perceptions and students' self-expectations, students' self-perceptions and students' perceptions of peer groups, students' self-perceptions and students' expectations of peer groups, students' self-expectations and students' perceptions of peer groups, students' self-expectations and students' expectations of peer groups, and students' perceptions and expectations of peer groups.

It was hypothesized that there would be no significant differences between teachers' perceptions of students and teachers' expectations of students over the three behavior groups. These two measurements of the students by the teachers were shown in Table 16 as 'B' Main Effect factor. Factor A included the three behavior groups. For the purposes of this study, the B factor was the factor considered.

Table 16 indicates that there are no significant differences

between teachers' perceptions of students and teachers' expectations of students. To be significant at the .05 level the F ratio would have to have reached 3.97.

TABLE 16

Summary of Analysis of Variance with Repeated Measures Results
for Teachers' Perceptions and Expectations of Students
HBG, ABG, LBG are Included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	2797.00	84				
'B' Main Effects	65.63	1	65.62	3.97	2.00	0.16
'A*B' Interaction	66.50	2	33.25	3.11	1.01	0.37
'B' x Subject Within Groups	2664.00	81	32.89			

The B factor in the ANOVA with repeated measures in Table 17 was the difference between teachers' perceptions of students and students' self-perception. It was hypothesized that there was no significant difference between teachers' perceptions of students and students' self-perceptions.

The results of this analysis of variance indicates that there is no significant difference between teachers' perceptions of students and students' perceptions of self. Table 17 shows that 18% of the time the differences found are those due to chance.

TABLE 17

Summary of Analysis of Variance with Repeated Measures Results
for Teachers' Perceptions of Students and Students' Self-Perceptions
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	7456.00	84				
'B' Main Effects	109.38	1	109.38	3.97	1.82	0.18
'A*B' Interaction	2485.99	2	1242.99	3.11	20.71	0.00
'B' x Subject Within Groups	4861.00	81	60.01			

The next two variables measured were teachers' perceptions of students and students' self-expectations. It was hypothesized that there was no difference between teachers' perceptions of students and students' self-expectations in the three behavior groups at the .05 level of significance. Table 18 shows the results of this test.

The results of this analysis of variance with repeated measures determined that the differences between teachers' perceptions of students and students' self-expectations was significant at the .01 level of significance at least.

TABLE 18

Summary of Analysis of Variance with Repeated Measures Results
for Teachers' Perceptions of Students and Students' Self-Expectations
HBG, ABH, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	10979.00	84				
'B' Main Effects	1470.33	1	1470.33	3.97	18.95	0.00**
'A*B' Interaction	3223.28	2	1611.64	3.11	20.77	0.00
'B' x Subject Within Groups	6284.00	81	77.60			

F .99 (1, 81) = 6.95

** $p < .01$

Table 19 indicates the measurement by ANOVA with repeated measures of the difference between teachers' expectations of students and students' perceptions of self. The hypothesis that there was no difference between teachers' expectations of students and students perceptions of self was measured and the results are shown in Table 19.

In reviewing Table 19 it is ascertained that the differences between teachers' expectations and students' self-perceptions are significantly different, not at the .05 level, but at the .03 level of significance.

TABLE 19

Summary of Analysis of Variance with Repeated Measures Results
for Teachers' Expectations of Students and Students' Self-Perceptions
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	7853.00	84				
'B' Main Effects	430.38	1	430.38	3.97	4.78	0.03*
'A*B' Interaction	1739.83	2	869.91	3.11	12.21	0.00
'B' x Subject Within Groups	5773.00	81	71.27			

$$F .95 (1, 81) = 3.97$$

$$* p < .05$$

The next combination of variables were taken into considerations and an analysis of variance with repeated measures was utilized to test the significance of the difference between them. Teachers' expectations of students and students' self-expectations were measured. The data was tabulated and Table 20 shows the results.

The results of the analysis of variance with repeated measures on teachers' expectations of students and students' expectations of self indicate that the differences noted are of significance at the .01 level. The F ratio for .01 level of significance is 6.95.

The next two variables measured were students' perceptions of self and students' expectations of self. It was hypothesized that there

TABLE 20

Summary of Analysis of Variance with Repeated Measures Results
for Teachers' Expectations of Students and Students' Self-Expectations
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	10031.00	84				
'B' Main Effects	919.84	1	919.84	3.97	11.06	0.00**
'A*B' Interaction	2375.73	2	1187.87	3.11	14.29	0.00
'B' x Subject Within Groups	6735.00	81	83.15			

F .99 (1, 81) = 6.95

** p < .01

was no difference between students' perceptions of self and students' expectations of self in the three behavior groups at the .05 level of significance. Table 21 shows the results of the analysis of variance measurement.

Table 21 indicates the results of analysis of variance on the two variables, students' self-perceptions and students' self-expectations. According to the analysis of variance the differences between students' self-perception and student's self-expectations is significant at the .01 level of significance.

TABLE 21

Summary of Analysis of Variance with Repeated Measures Results
for Students' Self-Perceptions and Students'
Self-Expectations
HBG, ABG LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	4071.00	84				
'B' Main Effect	2377.59	1	2377.59	3.97	118.15	0.00**
'A*B' Interactions	62.344	2	31.17	3.11	1.55	0.22
'B' x Subject within Groups	1630.00	81	20.12			

$$F_{.99}(1,81) = 6.95$$

$$** p < .01$$

In determining if the difference between students' self-perceptions and students' perceptions of peer groups was significant or not, an analysis of variance with repeated measures was performed. The results are shown in Table 22.

The findings from the analysis of variance with repeated measures shows that there are no significant differences between students' perceptions of self and students' perceptions of peer groups. From Table 22 it is discernable that students' perceptions of self and their perceptions of peer groups are reasonably in accord with each other.

TABLE 22

Summary of Analysis of Variance with Repeated Measures Results
for Students' Self-Perceptions and Students
Perceptions of Peer Groups
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	2223.00	84				
'B' Main Effects	3.17	1	3.17	3.97	0.13	0.72
'A*B' Interaction	170.30	2	85.15	3.11	3.37	0.04
'B' x Subject Within Groups	2049.75	81	25.31			

The next hypothesis considered was the one that dealt with students' self-perceptions and students' expectations of peer groups. It was hypothesized that there was no difference between students' self-perceptions and students' expectations of peer groups. Analysis of variance with repeated measures was again performed on these two variables and the results are shown in Table 23.

There were significant differences found in this case. Students' perceptions of self and students' expectations of peer groups were significantly different at the .01 level of significance (Table 23).

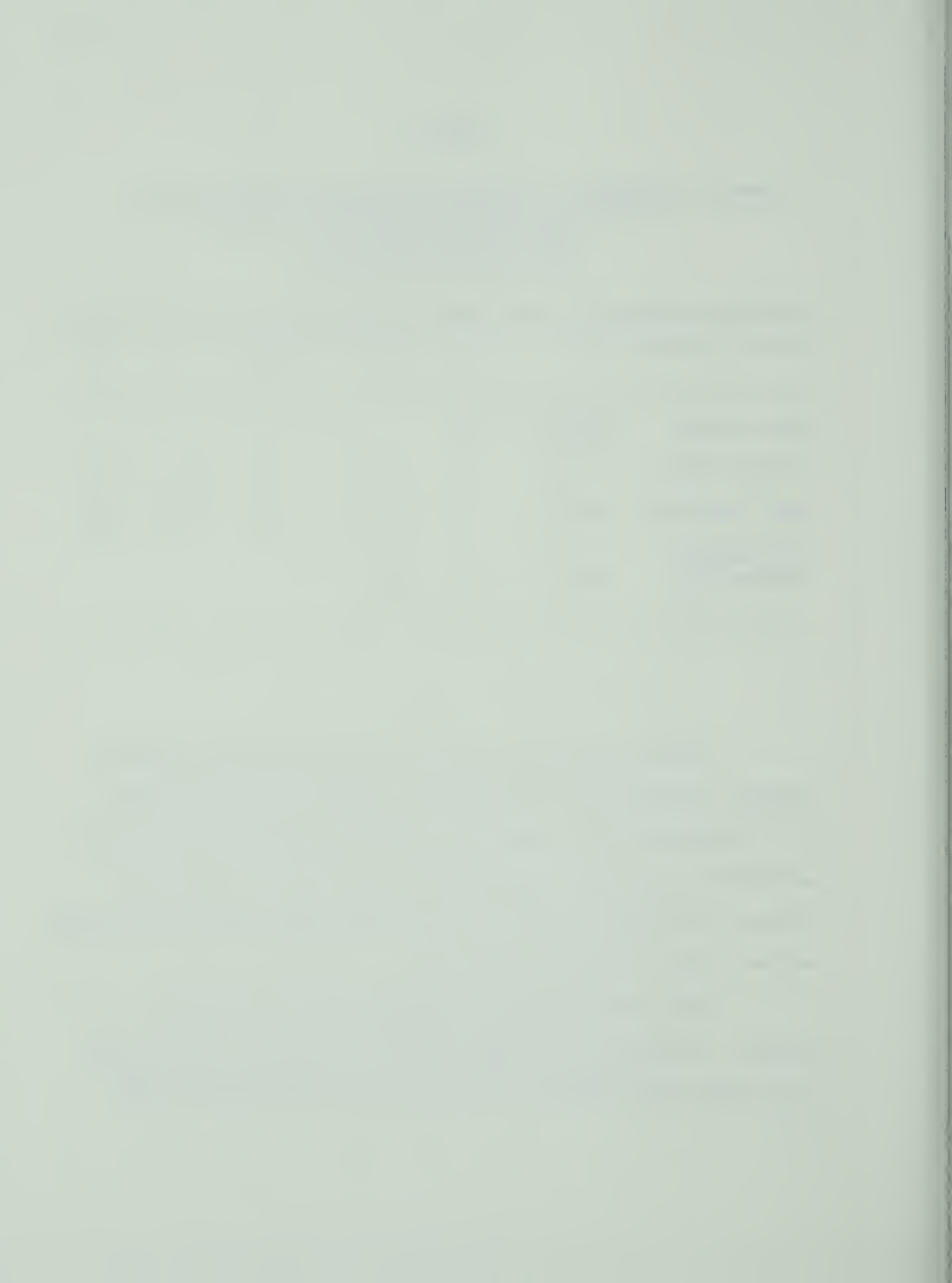


TABLE 23

Summary of Analysis of Variance with Repeated Measures Results
for Students' Self-Perceptions and Students'
Expectations of Peer Groups
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	4406.00	84				
'B' Main Effect	1782.38	1	1782.38	3.97	56.66	0.00**
'A*B' Interaction	75.25	2	37.63	3.11	1.20	0.31
'B' x Subject Within Groups	2548.00	81	31.46			

F .99 (1,81) = 6.95

** p < .01

Students expectations of self and their perceptions of peer groups were the next variables considered. Another analysis of variance with repeated measures was computed and the results tabulated in Table 24. It was hypothesized that no difference would be found between students' self-expectations and students' perceptions of peer groups.

The results from this analysis of variance were very different from the findings concerning students' self-perceptions and students' perceptions of peer groups. The hypothesis in this case concerned students' self-perceptions and students' expectations of peer groups.

TABLE 24

Summary of Analysis of Variance with Repeated Measures Results
for Students' Self-Expectations and Students'
Perceptions of Peer Groups
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	4988.00	84				
'B' Main Effects	2244.38	1	2244.38	3.97	67.51	0.00**
'A*B' Interaction	50.10	2	25.05	3.11	0.76	0.47
'B' Subject Within Groups	2693.00	81	33.25			

$F_{.99}(1,81) = 6.95$

** $p < .01$

The results of the computation of the analysis of variance on students' expectations of self and students' perceptions of peer groups show wide divergencies. Students' self-expectations and their perceptions of peer groups show significant differences at the .01 level of significance (Table 24). The level of difference here is almost identical with the level of difference between students' self-perceptions and students' expectations of peer groups.

Following the comparison of students' self-expectations and students' perceptions of peer groups was the analysis of variance with repeated measures on students' expectations of self and students' expectations of peer groups. It was hypothesized that there was no difference between students' expectations of self and their expectations of peer groups. Table 25 shows the results of the computation.

TABLE 25

Summary of Analysis of Variance with Repeated Measures Results
for Students' Self-Expectations and Students'
Expectations of Peer Groups
HBG, ABG, LBG are included

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	1995.00	84				
'B' Main Effects	43.75	1	43.75	3.97	1.83	0.18
'A*B' Interaction	9.63	2	4.81	3.11	0.20	0.82
'B' x Subject within Groups	1942.00	81	23.98			

Table 25 indicates that the hypothesis that no difference would be found between students' expectations of self and students' expectations of peer groups was correct. No significant difference was found between these two variables.

The final analysis of variance with repeated measures was performed on the last two variables. It was hypothesized that there was no difference between students' perceptions of peer groups and students' expectations of peer groups. The results of this analysis is shown in Table 26.

The result of the performance of the analysis of variance shows that there is significant difference between students' perceptions of peer groups and their expectations of peer groups. The difference is significant at the .01 level of significance.

TABLE 26

Summary of Analysis of Variance with Repeated Measures Results
for Students' Perception and Expectation of
Peer Groups

Source of Variance	SS	df	MS	Critical F	F	p
Within Groups	4321.00	84				
'B' Main Effects	1667.53	1	1667.53	3.97	51.26	0.00**
'A*B' Interaction	18.38	2	0.28	3.11	0.28	0.76
'B' x Subject with Groups	2635.00	81	32.53			

F .99 (1,81) = 6.95

** p < .01

CHAPTER V

Discussions and Implications

Summary

The study reported here utilized a sample of students and teachers located in the Edmonton Public School system. To proclaim that the results put forth here are generalizable throughout the total population of students and teachers would be too rash.

The purpose of this study was two-fold. In the first part the major issue was to determine if students of different behavior levels as rated by their teachers, showed significantly different attitudes toward education, school, and school policies.

The purpose of the second part was to measure possible significant differences between teachers' and students' perceptions and expectations of students and peer groups.

Null hypothesis one stated there would be no significant difference between students' attitudes to education, school, and school policies and students' level of classroom behavior whether above average, average, or below average as rated by their teachers.

Null hypothesis number one was rejected (See Table 3, p.44).

Null hypothesis number two stated that there would be no significant difference between teachers' perceptions and expectations of students.

Null hypothesis two was not rejected (See Table 16, p.60).

Null hypothesis number three stated that there would be no significant difference between teachers' perceptions of students and students' self-perceptions.

Null hypothesis three was not rejected (See Table 17, p.61).

Null hypothesis number four stated that there would be no significant difference between teachers' perceptions of students and students' self-expectations.

Null hypothesis four was rejected (See Table 18, p. 62).

Null hypothesis number five stated that there would be no significant difference between teachers' expectations of students and students' self-perceptions.

Null hypothesis five was rejected (See Table 19, p. 63).

Null hypothesis number six stated that there would be no significant difference between teachers' expectations of students and students' self-expectations.

Null hypothesis six was rejected (See Table 20, p. 64).

Null hypothesis number seven stated that there would be no significant difference between students' self-perceptions and students' self-expectations.

Null hypothesis seven was rejected (See Table 21, p. 65).

Null hypothesis number eight stated that there would be no significant difference between students' self-perceptions and students' perceptions of peer groups.

Null hypothesis eight was not rejected (See Table 22, p.66).

Null hypothesis number nine stated that there would be no significant difference between students' self-perceptions and students' expectations of peer groups.

Null hypothesis nine was rejected (See Table 23, p. 67).

Null hypothesis number ten stated that there would be no significant difference between students' self-expectations and students'

perceptions of peer groups.

Null hypothesis ten was rejected (See Table 24, p.68).

Null hypothesis number eleven stated that there would be no significant difference between students' self-expectations and students' expectations of peer groups.

Null hypothesis eleven was not rejected (See Table 25, p.69).

Null hypothesis number twelve stated that there would be no significant difference between students' perceptions of peer groups and students' expectations of peer groups.

Null hypothesis twelve was rejected (See Table 26, p. 70).

The results from the t tests were supported in most cases by information received from analysis of variance with repeated measures.

The only variance noted was in the findings related to the fifth hypothesis. The fifth null hypothesis stated there would be no significant difference between teachers' expectations and students self-perceptions.

No significant correlation between teachers' expectations and students' self-perceptions was found when Pearson's 'r' was computed. The t test showed, however, that there was no significant degree of discrepancy between these two variables. Analysis of variance pointed out a significant F ration at the .03 level. In the data received from the t test for each of the behavior groups a rejection of the hypothesis was found in each of the three levels of behavior.

Taking this information into consideration there seemed to be valid reason to reject hypothesis five as suggested by analysis of variance and Pearson's 'r'.

Discussion of Part I

The most important conclusion drawn from the results of the first part of this study must be that there were wide discrepancies of attitudes toward education, school, and school policies between the three behavior groups. The HBG showed a low positive attitude score of 16, the ABG was 72, and the LBG scored 102. The HBG showed the poorest attitude toward school and school policies. The reason that the above statement is limited to school and school policies is because some of the results gathered in this study upheld the findings as set out by Wojcicki (1968) where it was found that students, in general, were interested in and knew the value of education.

Implications of Part I

According to various recent newspaper reports, school papers, and commentaries by some authorities, complaints of students of this age group center on the curriculum and the attitudes of teachers. Students stress the fact that they are treated as little children who have no sense of responsibility to the school, to themselves, or to education, even though in a little over a year they are going to become part of the adult labor force. They feel that given a chance they could show that they are responsible young citizens. If teachers could see students as they see themselves, students' attitudes might change to more positive ones and as a consequence behavior and achievement might show improvement. Why do the HBG show such a low positive attitude? Do they require a more challenging atmosphere? Is it because of the process used by teachers to select the students or might it be because the HBG is also the more intelligent group who realize the state of the school environment? This

study does not contain the answers to these questions.

Discussions of Part 2

The second part of the study showed that teachers' perceptions of students were in reasonable agreement with students' self-perceptions when taken over the total sample. The results obtained from each of the three behavior groups when treated as individual subgroups showed that there were significant disagreements between teachers' perceptions of students and students' self-perceptions. The statistics made very clear the fact that teachers, in general, had different perceptions when they viewed the 'poor' as compared to the 'good' behavioral student. This could instigate the vicious circle of poor behavior by the student because of 'wrong' perceptions held by teachers, which in turn could produce 'poorer' behavior by the student. The final outcome might be that neither could stand the other and a total waste of time and potential on both sides could be the result.

The comparison between teachers' perceptions and expectations of students showed no significant differences and an analogous result was obtained between students' self-perceptions and their perceptions of peer groups.

Accord was also obtained between students' self-perceptions and their expectations of peer groups.

There was a lack of unanimity between teachers' expectations of students and students' self-perceptions and self-expectations. There was also a lack of accord between students' self-perceptions and their self-expectations. Disagreement was evident between teachers' perceptions of students and students' self-expectations. Significant

differences were present in the comparisons of students' self-perceptions and their peer group expectations and students' self-expectations and their peer group perceptions. Finally, there were significant differences between students' perceptions and expectations of peer groups.

Implications of Part 2

The review of the literature emphasized the idea that teachers must perceive students as they see themselves (Cogan, 1956), (Gage, 1958), (Snygg & Combs, 1949). In some cases (Bailey & Robertson, 1964), (Leeds, 1950), (Nelson, 1964), it was stated that teachers had little insight as to student self-concepts. The study reported here repudiates the notion that teachers do not see students as they see themselves. The pressure that has been put on teachers to increase their study of child psychology has probably had a great deal to do with this change in teacher outlook.

The literature also alleged that peer group influence on the individual was very strong (Coleman, 1960), (Herr, 1965), (Kemper, Munger & Myers, 1965), (Solomon, 1963). This was borne out in the second part of the study. Upon examining the information obtained from students' self-perceptions and students' perceptions and expectations of peer groups there was found to be strong agreement between students' views of themselves and their views of peer groups.

Were there significant differences within the three behavior groups for each of the six variables? It was found that in comparing teachers' perceptions of students and in comparing teachers' expectations of students significant divergence between all paired means was evident. In other words, when the HBG was compared to both the ABG and the LBG there were wide differences in teacher perceptions and expectations. Similarly, when the ABG was compared to the LBG, wide

divergence of results was obtained.

In comparing teachers' perceptions of each of the subgroups a noted difference of scores was seen between HBG, ABG, and LBG. The difference between the means of HBG and LBG was 24.86 points. The same thing was found in the statistics obtained concerning teachers' expectations of students. The difference in this case was 22.11 points. In direct comparison to these scores discrepancies, students' self-perceptions difference between the means of the HBG and LBG was only 7.14. Students' self-expectations difference was 4.21, students' perceptions of peer groups difference was 3.29, and students' expectations of peer groups difference was 4.36.

As long as teachers' perceptions of students as shown in the behavior subgroups are difference from students' perceptions of themselves, students probably will maintain poor attitudes toward school and this might result in poor behavior and low achievement.

As the congruence between teachers' and students' expectations converge the effectiveness of learning may increase. Additional research in this area would be necessary to determine if such environment would increase the effectiveness of learning.

The challenge to teacher and counselor alike is to try to change the negative attitudes of students into positive ones by endeavoring to view students in the same light as students see themselves. We cannot afford to lose the potential held by these young people to make a mark for themselves in our world and in their world because of our inability to see them for what they really are. If through our attitude in the classroom, or elsewhere, we lose these students before they have completed their education, we may be faced with a waste of

potential that we can ill afford.

Implications for Education

The study reported here has shown that teachers are becoming more aware of how students view themselves, but more in-service training and more study in child behavior and aspirations is still required by educators in order to try to help reduce underachievement and drop-out in our student population.

A more active guidance program at the junior high school level might help students relate to a higher degree with their school mates and with teachers. Programs such as the 3M guidance program might help.

The interrelationships between teachers and students and students and peer groups are vital to the well being of all, and the writer feels that further study along these lines could pay large dividends in more positive attitudes to school and, as a consequence, a happier student population.

Suggestions for Further Research

Some possibilities for further research brought out by the present study might include the following:

1. An investigation of reasons why students rated by teachers as HBG should hold the least positive attitude toward school and school policies.
2. An investigation to determine the congruency between 'non-delinquent' students' and 'delinquent' students' self-perceptions and self-expectations.
3. An investigation of the possible relationship between the use of 'non-addictive' drugs by high school students and attitude toward school.

4. An investigation to identify high school 'delinquent' students and compare their self-perceptions and self-expectations with teacher and counselor perceptions and expectations of those students.
5. An investigation to find out from students who the 'significant others' are and who of the 'significant others' wields the greatest influence on the teenager.
6. An examination of the 'acceptable' and non-acceptable' behavior patterns in the classroom as seen by the teacher and compare them to the 'acceptable' and non-acceptable' behavior patterns in the classroom as seen by students.
7. An examination of the environment of the various schools in order to ascertain if they are authoritarian or permissive and if attitude toward education and school is influenced by the school environment.
8. Further study could be done on perceptions and expectations but with different samples. Students could be divided according to sex to find if the perceptions and expectations of boys are different from those of girls. Teachers could also be divided according to sex or could be chosen by age groups or by experience in the field of teaching.

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APPENDICES

APPENDIX A

STUDENT

SELF-PERCEPTIONS

Self-Concept Scale

Last Name	First Name	Date
Name of School		Name of Homeroom Teacher

This is a study of how young people feel about themselves. Often the way you feel about yourself affects the way you get along in school and in life. Sometimes the courses you take affect the way you feel about yourself. We need to know how much a person knows about himself. This is not an intelligence test. This is not a school test. How much do you know about yourself? In telling us about it you will be helping us to provide better courses for all young people.

The best answer to each statement is your first impression. There are no right or wrong answers.

INSTRUCTIONS FOR MARKING ANSWERS

For each statement, decide which one of the choices your answer will be. There are five choices: - Not at All, Not Very Often, Some of the Time, Most of the Time, and All of the Time. Put an (X) in the place on the line that tells best how you feel about yourself.

Think carefully, but do not spend too much time on any one question. Let your own personal experience or opinion help you to choose the answer which best describes how you see yourself. There are no right or wrong answers. Answer every item.

Name _____

School _____

S-C Scale

	Not at All	Not Very Often	Some of the Time	Most of the Time	All of the Time
1. I am friendly	_____	_____	_____	_____	_____
2. I am happy	_____	_____	_____	_____	_____
3. I am kind	_____	_____	_____	_____	_____
4. I am brave	_____	_____	_____	_____	_____
5. I am honest	_____	_____	_____	_____	_____
6. I am likeable	_____	_____	_____	_____	_____
7. I am trusted	_____	_____	_____	_____	_____
8. I am good	_____	_____	_____	_____	_____
9. I am proud	_____	_____	_____	_____	_____
10. I am lazy	_____	_____	_____	_____	_____
11. I am loyal	_____	_____	_____	_____	_____
12. I am co-operative	_____	_____	_____	_____	_____
13. I am cheerful	_____	_____	_____	_____	_____
14. I am thoughtful	_____	_____	_____	_____	_____
15. I am popular	_____	_____	_____	_____	_____
16. I am courteous	_____	_____	_____	_____	_____
17. I am jealous	_____	_____	_____	_____	_____
18. I am obedient	_____	_____	_____	_____	_____
19. I am polite	_____	_____	_____	_____	_____
20. I am bashful	_____	_____	_____	_____	_____
21. I am clean	_____	_____	_____	_____	_____
22. I am helpful	_____	_____	_____	_____	_____

APPENDIX B

STUDENT

SELF-EXPECTATIONS

Self Expectations Scale

CODE

- A - Not at All
- B - Not Very Often
- C - Some of the Time
- D - Most of the Time
- E - All of the Time

This is a study of how young people show, not what they really are, but how they expect themselves to be in a normal school situation. The Self-Concept Scale is to show how you actually feel, whereas, the Self-Expectations Scale is to show how you expect you will feel. This is not an intelligence test nor a school test.

The best answer to each statement is your first impression. There are no right or wrong answers.

Your answers will be treated with the strictest confidence and in no case will they be used to cause you any embarrassment.

INSTRUCTIONS FOR MARKING ANSWERS

For each statement, decide which one of the choices your answer will be. There are five choices. Use the - A, B, C, D, E, in place of - Not at All, Not very Often, Some of the Time, Most of the Time, All of the Time. Put an (X) in the place that tells best how you expect you will be.

Think carefully, but do not spend too much time on any one question. Let your own personal experience or opinion help you to choose the answer you feel about each statement. Please mark every item.

Name _____

School _____

CODE

A - Not at All

B - Not very Often

C - Some of the Time

D - Most of the Time

E - All of the Time

S-E Scale

- | | |
|---------------------------------|---------------------|
| 1. I expect to be friendly | A _ B _ C _ D _ E _ |
| 2. I expect to be happy | A _ B _ C _ D _ E _ |
| 3. I expect to be kind | A _ B _ C _ D _ E _ |
| 4. I expect to be brave | A _ B _ C _ D _ E _ |
| 5. I expect to be honest | A _ B _ C _ D _ E _ |
| 6. I expect to be likeable | A _ B _ C _ D _ E _ |
| 7. I expect to be trusted | A _ B _ C _ D _ E _ |
| 8. I expect to be good | A _ B _ C _ D _ E _ |
| 9. I expect to be proud | A _ B _ C _ D _ E _ |
| 10. I expect to be lazy | A _ B _ C _ D _ E _ |
| 11. I expect to be loyal | A _ B _ C _ D _ E _ |
| 12. I expect to be co-operative | A _ B _ C _ D _ E _ |
| 13. I expect to be cheerful | A _ B _ C _ D _ E _ |
| 14. I expect to be thoughtful | A _ B _ C _ D _ E _ |
| 15. I expect to be popular | A _ B _ C _ D _ E _ |
| 16. I expect to be courteous | A _ B _ C _ D _ E _ |
| 17. I expect to be jealous | A _ B _ C _ D _ E _ |
| 18. I expect to be obedient | A _ B _ C _ D _ E _ |
| 19. I expect to be polite | A _ B _ C _ D _ E _ |
| 20. I expect to be bashful | A _ B _ C _ D _ E _ |
| 21. I expect to be clean | A _ B _ C _ D _ E _ |
| 22. I expect to be helpful | A _ B _ C _ D _ E _ |

APPENDIX C

STUDENT PERCEPTIONS

OF

PEER GROUP

Student's Name

School

Peer Group Concept Scale

CODE

- A - Not at All
- B - Not Very Often
- C - Some of the Time
- D - Most of the Time
- E - All of the Time

This is a study of how young people feel about their friends. Often the way you feel about them affects the way you act in school and the way you act towards life itself. We need to know how you perceive your friends and how you expect them to be. Do you see them as being happy all the time? Do you expect them to be happy only some of the time? Please answer the following statements honestly.

The best answer to each statement is your first impression. There are no right or wrong answers. Your answers will be kept in the strictest of confidence.

INSTRUCTIONS FOR MARKING ANSWERS

For each statement, decide which one of the choices your answer will be. There are five choices. Please use the code - A, B, C, D, E - in place of - Not at All, Not Very Often, Some of the Time, Most of the Time, and All of the Time. Put an (X) in the place on the line that tells best how you feel about your friends.

Think carefully, but do not spend too much time on any one questions. Let your own personal experience or opinion help you to choose the answer you feel about each statement. There are no right or wrong answers. Please mark every item. Thank you.

There are two questionnaires. The first one deals with how you actually see your friends. For example, you may see John as being happy 'Some of the Time' and you will put an (X) to the right of the code letter C. The second part deals with how you expect your friends to be. For example, you may expect John to be happy 'All of the Time' and you will put an (X) to the right of the code letter E.

Student's Name _____

School _____

CODE

- A - Not at All
 B - Not very Often
 C - Some of the Time
 D - Most of the Time
 E - All of the Time

Peer Group Concept Scale

- | | |
|---------------------------------|---|
| 1. My friends are friendly | A _____ B _____ C _____ D _____ E _____ |
| 2. My friends are happy | A _____ B _____ C _____ D _____ E _____ |
| 3. My friends are kind | A _____ B _____ C _____ D _____ E _____ |
| 4. My friends are brave | A _____ B _____ C _____ D _____ E _____ |
| 5. My friends are honest | A _____ B _____ C _____ D _____ E _____ |
| 6. My friends are likeable | A _____ B _____ C _____ D _____ E _____ |
| 7. My friends are trusted | A _____ B _____ C _____ D _____ E _____ |
| 8. My friends are good | A _____ B _____ C _____ D _____ E _____ |
| 9. My friends are proud | A _____ B _____ C _____ D _____ E _____ |
| 10. My friends are lazy | A _____ B _____ C _____ D _____ E _____ |
| 11. My friends are loyal | A _____ B _____ C _____ D _____ E _____ |
| 12. My friends are co-operative | A _____ B _____ C _____ D _____ E _____ |
| 13. My friends are cheerful | A _____ B _____ C _____ D _____ E _____ |
| 14. My friends are thoughtful | A _____ B _____ C _____ D _____ E _____ |
| 15. My friends are popular | A _____ B _____ C _____ D _____ E _____ |
| 16. My friends are courteous | A _____ B _____ C _____ D _____ E _____ |
| 17. My friends are jealous | A _____ B _____ C _____ D _____ E _____ |
| 18. My friends are obedient | A _____ B _____ C _____ D _____ E _____ |
| 19. My friends are polite | A _____ B _____ C _____ D _____ E _____ |
| 20. My friends are bashful | A _____ B _____ C _____ D _____ E _____ |
| 21. My friends are clean | A _____ B _____ C _____ D _____ E _____ |
| 22. My friends are helpful | A _____ B _____ C _____ D _____ E _____ |

APPENDIX D

STUDENT EXPECTATIONS

OF

PEER GROUP

 Student's Name

 School

CODE

- A - Not at All
 B - Not Very Often
 C - Some of the Time
 D - Most of the Time
 E - All of the Time

Peer Group Expectations Scale

- | | |
|---|-------------------------------|
| 1. I expect my friends to be friendly | A ___ B ___ C ___ D ___ E ___ |
| 2. I expect my friends to be happy | A ___ B ___ C ___ D ___ E ___ |
| 3. I expect my friends to be kind | A ___ B ___ C ___ D ___ E ___ |
| 4. I expect my friends to be brave | A ___ B ___ C ___ D ___ E ___ |
| 5. I expect my friends to be honest | A ___ B ___ C ___ D ___ E ___ |
| 6. I expect my friends to be likeable | A ___ B ___ C ___ D ___ E ___ |
| 7. I expect my friends to be trusted | A ___ B ___ C ___ D ___ E ___ |
| 8. I expect my friends to be good | A ___ B ___ C ___ D ___ E ___ |
| 9. I expect my friends to be proud | A ___ B ___ C ___ D ___ E ___ |
| 10. I expect my friends to be lazy | A ___ B ___ C ___ D ___ E ___ |
| 11. I expect my friends to be loyal | A ___ B ___ C ___ D ___ E ___ |
| 12. I expect my friends to be cooperative | A ___ B ___ C ___ D ___ E ___ |
| 13. I expect my friends to be cheerful | A ___ B ___ C ___ D ___ E ___ |
| 14. I expect my friends to be thoughtful | A ___ B ___ C ___ D ___ E ___ |
| 15. I expect my friends to be popular | A ___ B ___ C ___ D ___ E ___ |
| 16. I expect my friends to be courteous | A ___ B ___ C ___ D ___ E ___ |
| 17. I expect my friends to be jealous | A ___ B ___ C ___ D ___ E ___ |
| 18. I expect my friends to be obedient | A ___ B ___ C ___ D ___ E ___ |
| 19. I expect my friends to be polite | A ___ B ___ C ___ D ___ E ___ |
| 20. I expect my friends to be bashful | A ___ B ___ C ___ D ___ E ___ |
| 21. I expect my friends to be clean | A ___ B ___ C ___ D ___ E ___ |
| 22. I expect my friends to be helpful | A ___ B ___ C ___ D ___ E ___ |

APPENDIX E

TEACHER PERCEPTIONS

OF

STUDENTS

Student-Concept Scale

This study, in order to be of any value, needs your completely honest evaluation. The best answer to each statement is your first impression. There are no right or wrong answers.

Your answers will be treated with the strictest confidence and will not be used to cause you embarrassment at any time.

There are two parts to this study:

1. We ask you to give your actual perceptions of students
How do you really see them?
2. We ask you to state your expectations of these same
students.

How do you feel they will act in a normal school situation?

In order to get a reasonable random sample of teachers' perceptions and expectations of their students we need you to pick three students - one that you feel is excellent (behavior wise) in normal school situation, one that you feel is average, and one that you feel is well below average. These students should be numbers 1, 2, and 3.

For your clarification the students you have chosen will be answering the same questionnaires but in respect to themselves and their peers. Your cooperation is needed and we thank you for it.

INSTRUCTIONS FOR MARKING ANSWERS

For each statement, decide which one of the choices your answer will be. There are five choices. Please use the code - A, B, C, D, E, in place: Not at All, Not Very Often, Some of the Time, Most of the Time, All of the Time. Put an (X) in the place on the line that tells

best how you see these students behaving and how you expect them to behave.

Please think carefully but do not spend too much time on any one question. Let your own personal experience or opinion help you choose your answers. There are no right or wrong answers. Please mark every item. Thank you.

Name _____

School _____

Teachers Perceptions of Student

CODE

- A - Not at All
 B - Not Very Often
 C - Some of the Time
 D - Most of the Time
 E - All of the Time

Name of student #1 (excellent behavior) _____

Name of student #2 (average behavior) _____

Name of student #3 (well below average) _____

Mentally replace the blank at the start of each statement with
 the appropriate student's name

- | | | | | | | |
|----------------------|--------------|---|---|---|---|---|
| 1. _____ is friendly | student #1 - | A | B | C | D | E |
| | student #2 - | A | B | C | D | E |
| | student #3 - | A | B | C | D | E |
| 2. _____ is happy | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 3. _____ is kind | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 4. _____ is brave | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 5. _____ is honest | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 6. _____ is likeable | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 7. _____ is trusted | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 8. _____ is good | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 9. _____ is proud | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 10. _____ is lazy | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |
| 11. _____ is loyal | #1 - | A | B | C | D | E |
| | #2 - | A | B | C | D | E |
| | #3 - | A | B | C | D | E |

Name

School

12. _____ is co-operative

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

13. _____ is cheerful

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

14. _____ is thoughtful

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

15. _____ is popular

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

16. _____ is courteous

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

17. _____ is jealous

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

18. _____ is obedient

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

19. _____ is polite

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

20. _____ is bashful

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

21. _____ is clean

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

22. _____ is helpful

#1 - A B C D E

#2 - A B C D E

#3 - A B C D E

APPENDIX F

TEACHER EXPECTATIONS

OF

STUDENTS

Name _____

School _____

Teacher's Expectations of Student

Using the same students please fill out the following statements
proceeding as you did in the TEACHER'S PERCEPTIONS OF STUDENT SCALE

- | | |
|---|----------------|
| 1. I expect _____ to be friendly | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 2. I expect _____ to be happy | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 3. I expect _____ to be kind | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 4. I expect _____ to be brave | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 5. I expect _____ to be honest | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 6. I expect _____ to be likeable | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 7. I expect _____ to be trusted | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 8. I expect _____ to be good | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 9. I expect _____ to be proud | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 10. I expect _____ to be lazy | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 11. I expect _____ to be loyal | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 12. I expect _____ to be co-
operative | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |
| 13. I expect _____ to be cheerful | #1 - A B C D E |
| | #2 - A B C D E |
| | #3 - A B C D E |

Name _____

School _____

14. I expect _____ to be thoughtful #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
15. I expect _____ to be popular #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
16. I expect _____ to be courteous #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
17. I expect _____ to be jealous #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
18. I expect _____ to be obedient #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
19. I expect _____ to be polite #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
20. I expect _____ to be bashful #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
21. I expect _____ to be clean #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E
22. I expect _____ to be helpful #1 - A B C D E
 #2 - A B C D E
 #3 - A B C D E

APPENDIX G

ATTITUDE TOWARD EDUCATION SCALE

Student's Name

School

Students are requested to either agree or disagree with each statement below. Check (A) if you agree with the statement. Check (B) if you disagree with the statement. Please be completely honest. Your answers will be kept confidential. Thank you for your cooperation.

1. Discipline in schools should be stricter. A__ B__
2. Students should be allowed more freedom to do as they please. A__ B__
3. Students should be required to do more study. A__ B__
4. Lessons should be made plainer and easier. A__ B__
5. Teachers should not do so much talking and explaining in class. A__ B__
6. Teachers should explain more when problems are difficult. A__ B__
7. Students should be assigned two hours homework each day. A__ B__
8. No homework should be assigned. A__ B__
9. Courses should be conducted so that students who do not do their best would be left out at the end of the first six weeks. A__ B__
10. Courses should be made easy enough that few would fail. A__ B__
11. Students should learn to do difficult tasks in high school if they expect to do college work and succeed in later life. A__ B__
12. People will be able to do difficult tasks in later life no matter whether they had practise in high school or not. A__ B__
13. Most high school students have an easy time of it and do not learn to do real work. A__ B__

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14. Most high school students are overworked and should be relieved of some of it. A__B__
15. Students learn to study only by having to do real hard studying. A__B__
16. Students can study without learning how after they select the work they want. A__B__
17. Information gained in high school is necessary for any kind of work you wish to pursue. A__B__
18. Knowledge and information change so rapidly that what is learned in school is of no use since it will be out of date. A__B__
19. Certain facts and knowledge do not change very much and are therefore necessary for the study of all subjects. A__B__
20. Students should study only the subjects they like. A__B__
21. Students should study some subjects that do not interest them because they may be needed even if we do not know when. A__B__
22. Students should study only those subjects that they feel will be of use in later life. A__B__
23. In most cases, students who fail in college are those who did not learn how to work in high schools. A__B__
24. When students fail in college it is their own fault and they should not blame the high school. A__B__
25. Students who fail to prepare their lessons should be kept in after school to make up this preparation. A__B__

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26. When students fail to prepare their lessons they should not be kept in after school because it is a waste of time. A__B__
27. Discipline in high school should be more like army discipline. A__B__
28. Discipline in high school should be left almost entirely up to the student since he is old enough to realize why he is in school. A__B__
29. Teachers should not help students with difficult problems before the student has worked at them too long and become discouraged. A__B__
30. Teachers should not help students with difficult problems until the student asks for help. A__B__
31. Tardy students should be required to make up lost time so that they have the habit of being on time when they get older. A__B__
32. Students should not be compelled to make up time for being tardy since they do not lose money by it. A__B__
33. Students who miss a day of school should be required to make up the back work so that they do not miss anything. A__B__
34. Students who miss time at school should not be compelled to make up the work because they are missing their own time and no one else need worry about it. A__B__

THANK YOU AGAIN

APPENDIX H

t TESTS OF SIGNIFICANCE FOR DIFFERENCE
OF CORRELATED MEANS
ALL BEHAVIOR GROUPS

t Tests of Significance for Differences of Correlated Means
Above Average Behavior Group

t Test Values for Means						
	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups
Teachers' Perceptions of Students	0.000	-0.279	4.997**	1.697	6.718**	2.696**
Teachers' Expectations of Students		0.000	4.950**	1.810	6.137**	2.696**
Students' Perceptions of Self			0.000	-5.180**	2.083*	-2.632*
Students' Expectations of Self				0.000	5.480**	0.902
Students' Perceptions of Peer Groups					0.000	-4.448**
Students' Expectations of Peer Groups						0.000

t.95 (83) = 2.000

t.99 (83) = 2.638

* p < .05

** p < .01

t Tests of Significance for Differences of Correlated Means
Below Average Behavior Group

t Test Values for Means							
	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups	
Teachers' Perceptions of Students	0.000	-1.474	-3.429**	-5.720**	-3.495**	-5.148**	
Teachers' Expectations of Students		0.000	-2.166*	-4.714**	-2.542*	-4.219**	
Students' Perceptions of Self			0.000	-7.449**	-0.909	-4.831**	
Students' Expectations of Self				0.000	4.938**	1.043	
Students' Perceptions of Peer Groups					0.000	-3.774**	
Students' Expectations of Peer Groups						0.000	

t.95 (83) = 2.000
t.99 (83) = 2.638
* p < .05
** p < .01

APPENDIX H (continued)

t Tests of Significance for Differences of Correlated Means
Average Behavior Group

<u>t</u> Test Values for Means							
	Teachers' Perceptions of Students	Teachers' Expectations of Students	Students' Perceptions of Self	Students' Expectations of Self	Students' Perceptions of Peer Groups	Students' Expectations of Peer Groups	
Teachers' Perceptions of Students	0.000	-0.296	3.158**	-1.231	1.598	-1.060	
Teachers' Expectations of Students		0.000	2.793**	-0.950	1.627	-0.776	
Students' Perceptions of Self			0.000	-6.176**	-1.426	-6.523**	
Students' Expectations of Self				0.000	3.805**	0.290	
Students' Perceptions of Peer Groups					0.000	-4.259**	
Students' Expectations of Peer Groups						0.000	

t.95 (83) = 2.000
t.99 (83) = 2.638
*p < .05
**p < .01

APPENDIX I

NEWMAN-KEULS COMPARISON BETWEEN MEANS
TEACHERS' PERCEPTIONS OF STUDENTS

APPENDIX I

Newman-Keuls Comparison Between Ordered Means
Teachers' Perceptions of Students

		HBG	ABG	LBG
	MEANS	90.857	82.429	66.000
LBG	66.000	24.857*	16.429*	
ABG	82.429	8.429*		
HBG	90.857			
	R=	3	2	

The Multiplier is 1.5683

$$R_{3.95} (81) = 5.393$$

$$R_{2.95} (81) = 4.409$$

$$* p < .05$$

APPENDIX J

NEWMAN-KEULS COMPARISON BETWEEN MEANS
TEACHERS' EXPECTATIONS OF STUDENTS

APPENDIX J

Newman-Keuls Comparison Between Ordered Means
Teachers' Expectations of Students

		HBG	ABG	LBG
	MEANS	91.143	82.821	69.036
LBG	69.036	22.107*	13.786*	
ABG	82.821	8.322*		
HBG	91.143			
	R=	3	2	

The Multiplier is 1.6979

$$R_3 .95 (81) = 5.393$$

$$R_2 .95 (81) = 4.407$$

$$* p < .05$$

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